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ABSTRACT

Focusing on current topics germane to law-related education (LRE), this guide features ten LRE lessons. As part of a series of lesson plans compiled by Phi Alpha Delta, this collection presents a lesson plan on current issues for each month of the school year. Intended for high school and middle school with adaptations for elementary school, the individual lessons focus on school violence, school prayer, gun control, stalking, media influences, balancing the budget, the meaning of character, nuclear proliferation, immigration, and the penal system. Each lesson plan provides a lesson description, objectives, key concepts and vocabulary, detailed steps for implementing the lesson, questions for class discussion, and suggestions for additional activities. The lessons also include handouts and other relevant teaching materials. (TSV)

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The Lesson Plan of the Month

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Series 3

10 Lesson Series

SO 026 612

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THE LESSON PLAN OF THE MONTH

Table of Contents

Lesson 1	Freedom from Fear in the Classroom
Lesson 2	To Pray or Not to Pray?
Lesson 3	World's Largest Gun Sale: Final Closeout
Lesson 4	Stalking: A Dangerous Obsession
Lesson 5	Media Mania
Lesson 6	Balancing the Budget
Lesson 7	Such Character
Lesson 8	Controlling Nuclear Weapons
Lesson 9	Welcome to America
Lesson 10	Jail Time: Hard Time or Easy Time?

FREEDOM FROM FEAR

IN THE CLASSROOM

This back to school Lesson Plan of the Month concerns the growing violence in our nations schools. We at Phi Alpha Delta believe the classroom should be free of this often brutal reality. This lesson strives to help make our school grounds peaceful, safe environments for students to enjoy. Contact us for information on setting up a school based mediation program.

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FREEDOM FROM FEAR AT SCHOOL

I. LESSON DESCRIPTION

The lesson opens with a discussion of the impact of violence among young people, particularly in a school setting. Next students are asked to participate in a simulated school board hearing called to address the problem of violence in schools. They are assigned to various interest groups to testify before the board or to serve as a member of the school board. Students will consider the constitutional ramifications of various alternative anti-violence proposals.

Special thanks to Larry Black, a social studies teacher at Sam Barrow High School in Gresham, Oregon and Marilyn Cover, Executive Director of the Oregon Classroom Law Project, for their assistance in the preparation of this lesson.

II. OBJECTIVES

1. Students will be aware of the continuing problem of violence among youth, particularly in school settings.
2. Students will evaluate alternative ways to address the problem of violence in schools.
3. Students will apply constitutional standards to various anti-violence proposals.

III. KEY CONCEPTS AND VOCABULARY

peer mediation random drug tests sniffer dogs totalitarianism

IV. STEPS

1. Distribute Handout # 1 to your class and discuss. Have students discuss local examples of youth violence.
2. Distribute HANDOUT # 2 to your class and discuss.
3. Inform your class that they will be participating in a simulated school board hearing to address the issue of violence in schools and that they will each be asked to participate either as a member of the school board or as a member of one of the groups testifying before the board.
4. Distribute the group directions contained in HANDOUT # 3 to all groups. Have the groups follow the directions when preparing for the hearing.

5. Divide your class into 7 groups. Assign to each group the responsibility to act as one of the groups described in HANDOUT # 5. Distribute to the group acting as the school board, HANDOUT # 4 which explains how the board meeting should proceed.

6. Distribute handout 6 to all groups for their reference.

7. Have the school board conduct the hearing and at the hearing's conclusion make a ruling, each member stating why s/he decided that way.

V. GENERAL DISCUSSION

1. Too much effort goes into maintaining tighter and tighter controls on people's behavior in response to violence. More efforts need to be put toward violence prevention and changing student values about the use of force. Discuss.

2. A better way to attack gangs would be sentence enhancements for gang activities. Discuss.

3. Using handout # 5, discuss the point of each view of the six groups scheduled to testify before the school board.

VI. ADDITIONAL ACTIVITIES

1. Have students bring in magazine and newspaper articles about gangs and school and youth violence. Discuss.

2. Have students develop and conduct a survey of student attitudes at their institution about the proposed solutions to violence in schools and the impact on student rights.

VII. RELEVANT LAW

United States Constitution Bill of Rights

See Handout # 6

See *Freedom, Fairness and Equality*, a PAD PSC 1994 publication for a discussion of search and seizure issues and case briefs as well as discussions on due process, equal protection, freedom of expression and freedom of religion. Available for $12 by calling 800-835-4865.

HANDOUT # 1

The National Education Association issued a statement through its President in 1993 that 100,000 American children go to school each day carrying guns.

The FBI states that juvenile arrests for homicide increased 87% from 1987 to 1991.

The FBI states that the number of juvenile homicide victims increased by 67% from 1986 to 1992.

The National Education Association through its President states that 160,000 American students miss school each day because of fear of bodily harm.

Murder is now the leading cause of death for Americans age 15-34 according to the Bureau of Justice Statistics.

The FBI statistics indicate that 200,000,000 Americans now have access to a gun.

By the time the average child finishes elementary school s/he has seen 100,000 acts of violence on TV including 8,000 murders, according to the American Psychological Association.

According to the U.S. NEWS AND WORLD REPORT, for November 8, 1993, of twelfth graders who reported they were victimized at school, 5% were injured with a weapon, 14% were threatened with a weapon, 13% were injured without a weapon, 25% were threatened without a weapon, 37% reported stolen property, and 26% reported vandalized property.

According to a poll taken by the Children's Defense Fund, one in six youths between the ages of 10 and 17 has seen or knows someone who has been shot.

There has been a 200% growth in single-parent households since 1970, from 4 million to 8 million homes according to the U.S. Census Bureau.

An estimated 70% of juvenile offenders come from single-parent families according to FBI estimates.

HANDOUT # 2

THE PROBLEM:

There have been several weapon related incidents at Waterloo High School. The school is located in a community where several gang incidents have been reported. There are students at the school who are gang wannabes but there are no known gang members attending the school right now. Out of concern for the safety of all students, the administration is considering the following school rules and policies to address the current problem and the possible future escalation of violence at the school.

THE PROPOSED RULES FOR VIOLENCE PREVENTION:

All students will pass through a metal detector upon entering the school.

There will be a school uniform of dark pants or skirts and white shirts. No scarves, hats or jewelry will be permitted. No coats may be worn inside the school.

The administration is authorized to conduct random searches of backpacks and lockers.

Sniffer dogs will search cars everyday in the parking lot.

Random drug tests will be conducted.

Undercover police will be enrolled in the school.

The school newspaper will not print any article discussing gang activity or any politically incorrect issue.

All students must sign an agreement not to have conversations with students about gang activities or use racial, religious or sexually offensive language.

Peer Mediation Training will be mandatory for all students.

Family counseling will be offered to all families at no expense.

The School Board at the request of a number of groups has agreed to conduct a public hearing on the proposed rules. Citizens from six groups (see Handout #5) have signed up to testify.

HANDOUT # 3

Directions: Once in your group:

1. Pick someone to keep track of time. You will have eight minutes to meet.
2. Discuss the various proposed rules from Handout # 1. Try to come to agreement on the best way to deal with the problem from the point of view of your group.
3. Complete the form on Handout # 7 stating a position and listing three reasons to support your position. Include questions or list additional information you would want in order to make a well reasoned decision/recommendation.
4. Select a spokesperson to present your group's position at the School Board meeting.
5. School Board members should read the list of groups and formulate questions to ask each group and become familiar with the School Board Meeting Agenda.

HANDOUT #4
SCHOOL BOARD MEETING AGENDA

I. The Board Chair will call the meeting to order. ("This meeting of the Waterloo School Board will come to order. We are here today to discuss the proposed new policies for the high school. Scheduled to testify today are representatives from Parents Against Totalitarianism in School, Parents For Safety For Students and Teachers, Students Educated to Resolve Violence Everywhere, School Administrators, Teachers and Law Enforcement."

II. Each group will have three minutes to state their position, reasons or ask questions. "I now call Parents Against Totalitarianism in School."

III. The School Board may respond or ask questions during the presentations.

IV. Once all of the groups have presented, the Board members will summarize the positions they think are most viable in protecting all of the Waterloo High School students while at the same time respecting the rights of individual students.

V. The Board Chair will adjourn the meeting until next week.

Discussion questions for school board during deliberations:
--Who are people in the community who might be helpful in providing additional information?
--Would time be a factor in getting the changes implemented?
--What could be done right away? What might be a possible time line to phase-in other changes?
--What guidelines do schools have to follow in making these changes?

HANDOUT # 5

GROUP PROFILES:

1) Parents Against Totalitarianism in Schools. We believe that students do have Constitutional rights at school. We are opposed to schools becoming like prisons and putting more emphasis on controlling students than on educating them. School should be a fun and creative environment that fosters learning, not a penal institution with metal detectors and uniforms. We need to trust students.

2) Parents for Safety for Students and Teachers. The safety of our children is our number one concern. The last thing we want is to worry each day whether some kid is going to shoot our child. Kids are not adults and they need our protection. We are not worried about their Constitutional rights being infringed upon; their safety comes first.

3) Students Educated to Resolve Violence Everywhere. We do want a safe place to learn. We are concerned that the efforts of all the teachers and administrators are going to be focused on cracking down on everyone. The list of rules goes way beyond what is needed. Let us take responsibility to save ourselves and our fellow students. If everyone participates in peer mediation training and the school starts a mediation program most of the problems will be solved.

4) School Administrators. We have seen what can happen if we do not respond quickly to potential violence in schools. We have seen other schools get completely out of control. Before someone is killed, we want to stop the violence. We have talked with other schools and the proposed recommendations are the ones they offered.

5) Teachers. We are concerned about our own safety at school, but we do not want to be police officers. We know of a school where it took over three hours to get all the students through metal detectors at the beginning of the school day. We have worked hard to involve the community in programs in our school We are concerned that all our credibility will go out the window if everyone who comes to our school is greeted by metal detectors.

6) Law Enforcement Officers. Schools are a great place to collect intelligence of potential crimes. Undercover officers will provide additional information. We are concerned with what we know to be the crime problem in other schools not far from here. Given the gang related incidents already, we want to make certain we can control this problem before it gets out of hand.

7) School Board Members. We must decide on a policy that will effectively stop the violence. We want to avoid litigation over student Constitutional rights. We want to respect the rights of students as much as possible.

HANDOUT # 6

LEGAL PRINCIPALS FOR SCHOOL RULES

INDIVIDUAL FREEDOM

Tinker v. Des Moines Schools, 393 U.S. 503 (1969). Supreme Court said that a student armband did not create a "substantial disruption" of the educational process. Students do have constitutional rights at school to freedom of expression. In order to restrict student rights, the school must demonstrate that they have reason to believe that there will be (not might be) a disruption of the educational process.

Goss v. Lopez, 419 U.S. 565 (1975). Students are entitled to a due process hearing as provided for in the Bill of Rights before being suspended or expelled from school. Due process at school means the student has notice of what school rule was violated and an opportunity to explain his or her side.

SAFETY FOR ALL

New Jersey v. T.L.O., 469 U.S. 325 (1985). Students have rights under the Fourth Amendment against unreasonable searches and seizures. In order to search a student's purse, the principal only needs to have reasonable cause to believe there is something in violation of a law or school rule in the purse. This is a lower standard than probable cause which police must have in order to search unless there are special circumstances.

Hazlewood School District v. Kuhlmeier, 484 U.S. 260 (1988). School administrators may censor student articles from the school newspaper when is not a public forum. Censorship must be justified by showing there is no valid educational purpose in the censored material.

Isiah v. Wisconsin, 500 NW2d 637 (1993), cert. denied, 114 sct. 231 (1993),. Random search of a student's locker by school officials is not a violation of Constitutional rights. Complaints of guns prompted the search of the locker. The school rules clearly stated that the lockers are the property of the school and students have no privacy interest in the lockers.

HANDOUT # 7

DISCUSSION FORM

In reviewing the proposed rules discuss the following questions. (Adapted from Foundations of Democracy, Law in a Free Society Series, Level V 1993)

-What is the purpose of the rule?

-Is a rule necessary or are there better ways to achieve the same purpose?

-What might be the effects of the rule?

-What are the strengths and weaknesses of the rule?

-A good rule should be:
    -well designed to achieve its purpose
    -clear and understandable
    -possible to follow
    -fair
    -designed so that it does not interfere unnecessarily with other values such as privacy, freedom, and individual dignity

Should the rule be kept as it is, changed, or eliminated?

State your position: ____________________________________

List three reasons to support your position.

1. ____________________________________

____

2. ____________________________________

____

3. ____________________________________

____

SUGGESTED STRATEGIES FOR ELEMENTARY CLASSES

ADAPTATIONS:FREEDOM FROM FEAR AT SCHOOL

(This lesson may take more than one classroom period.)

LESSON DESCRIPTION

This lesson is designed to help students understand the impact of violence among young people in the school setting. Students will analyze scenarios which deal with school violent centered acts. They will discuss constitutional standards and participate in a simulated school board hearing which addresses the problem of violence in the school.

OBJECTIVES

1. Students will identify violent acts which take place in the school setting.
2. Students will analyze situations which address the problem of violence in the school.
3. Students will apply constitutional standards to various school related violent acts.

KEY CONCEPTS AND VOCABULARY DEVELOPMENT

1. Violence -injury by physical force, distortion or infringement
2. School Board -a committee of community officials who make decisions about school policy

STEPS

1. Engage students in a discussion of the meaning of the word violence.
2. Engage students in a mapping activity and record their response to the question: "What are some violent acts that occur in the school?"

Paying someone for protection against the school bully.
Bringing a knife to school.

Violent
School Acts
↓

Taking someone's clothing
Taking someone's lunch.
Taking someone's lunch money.
Bringing a gun to school.

3. Describe what the School Board does.
4. Distribute copies of Handout #6. Include only the following cases: Goss v. Lopez, TLO v. New Jersey, and Isiah v. State of Wisconsin. Lead students in a discussion of their content. Ask questions to check for understanding.

5. Distribute copies of the scenarios written at the end of this lesson. Divide the class into 3 groups. Assign each group a scenario. Instruct the groups to analyze their scenario, state the problem, list ways to solve the problem and make a list of rules that can be used to protect the individual involved.
6. Have each group prepare a presentation to be given at a simulated school board meeting. (See Handout #4) While one group presents, the other class members can serve as school board representatives. Those serving as school board representatives should be allowed to respond or ask questions during the presentations. Students can present their findings at a PTA meeting.

SCENARIOS

Directions: Work together to solve you group's problem. You may use the cases on Handout #6 to help with this task.

A. Duane and Anthony are in the 3rd grade at Appleton Elementary School. Everyday, they bring money to school to buy lunch. Stanley, a sixth grader, notices that the boys always have the money. He threatens to "beat them up" if they don't give him their money everyday. Because the boys are afraid, they give Stanley their money.
What is the problem?
List ways to solve the problem.
What rules can be made to protect these students?

B. Robert is a fifth grade student who feels that no one in the school likes him. To impress his classmates, he brings a gun to school and shows it to several students in his class. Most of the students are excited about the "sight" of the gun and ask if they can touch it. However, Aaron says that he is going to tell the teacher. Robert decides to hide the gun in his locker. When the teacher demands that he open the locker, Robert refuses. The teacher takes Robert to the principal's office and the principal expels him.
What is the problem?
How are Robert's rights protected?
What rules can be made to help protect the other students?
List ways to solve this problem.

C. Helen is a second grader. She is well dressed and always wears beautiful, interesting barrettes in her hair. Barbara is a fifth grader and a member of a girls' gang. She likes Helen's barrettes and decides that she wants them for herself. Barbara tells Helen that in order to be protected from her gang, Helen must give her one of her barrettes everyday. Because Helen fears the gang, she gives one of her barrettes to Barbara, everyday.
What is the problem?
List ways to solve the problem.
What rules can be made to protect Helen?

TO PRAY OR NOT TO PRAY?

This lesson ambitiously embraces the school prayer controversy and challenges students to resolve the dispute. Teachers have the option to use either actual religions or "made up" religions. This is an ideal lesson for using resource persons.

Thanks to Pamela Dill, Esq., a school board and education attorney at Jackson Mississippi's Brunini, Grantham, Grower and Hewes for creating this lesson.

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I. LESSON DESCRIPTION

In this lesson, students will explore the constitutionality of prayer in the public school setting. Students will become familiar with the First Amendment's establishment and Free Exercise Clauses and will review the most recent federal court cases on this issue. Students will analyze a statute under present federal law, attempt to create a school policy and write a prayer which meets the legal criteria.

II. OBJECTIVES

1. Students will recognize and distinguish between the religion clauses in the First Amendment.
2. Students will understand the courts' application of the Free Exercise Clause to school prayer.
3. Students will write a policy incorporating the rules applicable to school prayer.
4. Students will apply rules of law to critically analyze the constitutionality of a state statute.
5. Students will understand the affect of coercive prayer upon individual religious beliefs and the exercise thereof.

III. KEY CONCEPTS AND VOCABULARY

Deity
Free Exercise Clause
Voluntary
Compulsory
Nonproselytizing
Establishment Clause
Nonsectarian

IV. STEPS

1. Tell the students that the lesson will focus on the ability of students to have prayer in the classroom, at graduation and other school-related events. Explain the dichotomy found in the First Amendment between the Free Exercise Clause and the Establishment Clause. See Handout #3. Have students brainstorm examples from world and U.S. history or from future possibilities of government establishment of religion. Have students brainstorm examples from world and U.S. history or from future possibilities of government making laws that interfere with the free exercise of religion. Go over the vocabulary concept list. Explain to students that the 14th Amendment Due Process clause applies most of the first 10 Amendments to state and local governments and that the public school is part of state and local government.

2. Assign a "religion" to each student by randomly distributing "religion cards" upon which the name of a religion and a short description, if desired, has been written. Ideally, every student will have a different religion. See Handout #1 for suggestions.

The "religion cards" should also contain a premarked number which will be used to later group the "religions" for a group activity during which it will be important to have a variety of religions in each group.

3. Instruct the class that they are to pretend to believe in the assigned religion for the duration of the class period. Explain that it is unnecessary to know a great deal about the beliefs of the religion.

4. If appropriate in view of the age, attitudes and make-up of the class, have the class begin with performed examples of school prayer that will be discussed. Students may create and role play various examples or you may give them prepared examples to perform. For example: see Handout #2.

5. Ask the following questions regarding the presented prayers, reminding the students to answer at all times assuming their "assigned religions:"

   a. Did anything about these prayers offend you?
   b. Did the place where the prayers were said make a difference?
   c. What were the differences (i.e. place (classroom, graduation, congress), age of recipients, presence of parents, attendance options, etc.)?

6. Distribute or display the KEY CONCEPTS AND VOCABULARY list. The definitions will be discussed during the next few steps.

7. Explain the legal standards for prayer in school.

   a. Distribute HANDOUT #3 or place the information on the board/overhead. Review the meaning and intent of the Establishment Clause and Free Exercise Clause. This is an excellent point at which to have an attorney come to class.

   b. Distribute HANDOUTS #4 and #5. Review the summary of the status of the law on prayer in school. Identify the major cases cited in the summary. Have the students make a list of places and situations where the courts have found that students can and cannot pray. Note and discuss the differences in those places and situations.*

8. Break out into 5-6 groups preassigned by numbers on the "religion cards." Tell each group that they are to:
   a. Draft a school prayer policy which complies with the law; and
   b. Draft a prayer which could be given under that policy, remembering that it cannot be offensive to anyone in your group.

   Unless a group totally bans prayer, a policy will be difficult to write. An example of what may be an acceptable policy is presented in HANDOUT #4. It should be more difficult, if not impossible, to complete part b of this exercise. Most prayers will be offensive to someone, at least in part. However, this is an effective result since this tends to show the foundation of those legal precedents that exclude most school prayer as an establishment of religion.

9. Distribute HANDOUT #6 (This is Mississippi Law. We suggest you ask your attorney resource to obtain a similar law from your state.) Tell the class that this is a state statute which attempts to explain the rights of students to pray in school and at school-related events. As a class, analyze the statute according to the established rules of law. This statute should provide an opportunity for general discussion on the status of the law. However, because of the controversial nature of this material, you should structure this discussion to focus on the affect of actual legal precedents on this statute rather than on hypothetical situations. Be prepared to deal with a variety of attitudes on this controversial issue.

* For more information about freedom of religion we suggest you obtain a copy of PAD PSC's *Freedom, Fairness & Equality*, a 1994 publication by David Schimmel and Louis Fischer which summarizes case law on Due Process, Equal Protection, Freedom of Expression and Freedom of Religion in 104 pages. This book is available for $12 + $2 shipping & handling by writing us, calling 202-638-2898 or faxing your purchase order to 202-638-2919.

V. ISSUES FOR DISCUSSION

To expand this lesson, you may want to include discussions of topics and/or statements:

a. The Equal Access Act and inclusion of extra-curricular religious clubs is enough mix of government and religion.
b. The use of religious themes, songs and plays have no place in public schools.
c. The Establishment clause is violated by the use of holiday decorations and other religious-oriented decor.
d. Anyone can pray silently anywhere anytime, so what is the big deal in having the government authorize it?
e. The government should just be neutral in matters of religion.
f. School prayer is a way of putting traditional values in the curriculum.
g. School prayer will stop drugs and violence in schools.

V. ADDITIONAL ACTIVITIES

1. Invite an attorney with expertise in Constitutional and/or school law to your class to discuss the legal precedents, to assist in the drafting of acceptable policies and to assist in the analysis of the state statute.

2. Invite your school board attorney to discuss your district/school policy on prayer and the affect of the recent state/federal law on that policy.

3. Depending upon your class, you may determine that preapproval from parents for participation in this class is wise. However, this lesson is permitted under

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the law because it does not teach religion, but has the secular purpose of teaching the law.

4. Bring in newspaper and magazine articles on the issue of school prayer from 1963 to the present.

5. Inform students that there are over 850 churches in Washington, D.C. representing over 90 faiths including Christian, Muslim, Hindu, Buddhist, and Spiritualist. Look in the yellow pages in your phone book under Churches. Discuss.

6. Instead of using actual religions, you may opt to create religions for the assignment. Here are a few to get you started:

Aquamarines: Members of this religion worship water and hate sunshine. Their supreme being is the whale; their heaven is Atlantis. Aquamarines believe the prayer may only be given while immersed in water. They do not believe in daytime prayer as it acknowledges the deity during sunlight.

Aspirates: Founded on the belief that aspirin is the ultimate cure-all, members of this religion adhere to the motto "an aspirin a day keeps the doctor away." Each morning at sunrise Aspirates rise to consume their daily blessing which is washed down with homemade apple juice. Aspirates will take other medication, but only after their daily aspirin. They believe religion is simple and summed up in their motto.

Coppertonians: Convinced that beauty on the outside is reflective of what is on the inside, Coppertonians worship the sun and pray for golden skin. This coastal cult, started simultaneously in Fort Lauderdale and Southern California, is comprised primarily of young adults who take exercise and sunbathing very seriously. Each weekend members spend 12 hours in the sun seeking external beauty. Coppertonians do not believe in praying when the sun is not out.

Balloholics: A group of sports enthusiasts formed this cult group during a baseball strike in attempt to end the strike and get on with the sports season. Balloholics must play at least one sport and watch at least 10 hours per week of athletic contests. Balloholics pray by sitting in front of televisions screen and meditating to Hank Aaron, Joe DiMagio and Bo Jackson. Occasional shouting at the television is typical of members of this cult. They only pray in front of TV sporting events.

Dalmations: Convinced the spotted dog is a miracle creation to be worshipped, Dalmatians own a dalmation and worship by watching Disney's 101 Dalmatians daily. They seek out individuals who are cruel to animals to convince them of the faults of their ways. Dalmatians believe all dog waste is holy and fertilize their yards and house plants with it daily to be blessed. A dalmation must be present when they pray.

VII. RELEVANT LAW

See Handouts 3,5,6.

KEY CONCEPTS AND VOCABULARY

Compulsory	Mandatory; required.
Deity	A supreme being.
Establishment Clause	That portion of the First Amendment to the United States Constitution which prohibits the government from establishing or promoting any religion.
Free Exercise Clause	That portion of the First Amendment to the United States Constitution which guarantees the right to exercise religious beliefs with no interference by the government.
Nonproselytizing	Not drawn to inducing or encouraging someone to convert to a faith, party, institution or cause.
Nonsectarian	Not affiliated with or restricted to a particular religious group.
Voluntary	Chosen; nor required.

SAMPLE RELIGIONS
HANDOUT # 1

Agnostic - one who holds the view that any ultimate reality (as God) is unknown and probably unknowable.

Atheist - one who believes there is no deity.

Buddhist - one who follows a religion of eastern and central Asia growing out of the teaching of Gautama Buddha that suffering is inherent in life and that one can be liberated from it by mental and moral self-purification.

Christian Scientist - a religion founded by Mary Baker Eddy in 1866 that was organized under the official name of the Church of Christ, Scientist, that derives its teachings from the Scriptures as understood by its adherents, and that includes a practice of spiritual healings based on the teaching that cause and effect are mental and that sin, sickness and death will be destroyed by a full understanding of the divine principle of Jesus' teaching and healing.

Jehovah's Witness - a member of a group that witness by distributing literature and by personal evangelism to beliefs in the theocratic rule of God, the sinfulness of organized religions and governments, and an imminent millennium.

Jew - one whose religion is Judaism, a monotheistic religion of the Jews, having its ethnical, ceremonial and legal foundation in the precepts of the Old Testament and in the teachings and commentaries of the rabbis as found chiefly in the Talmud.

Mormon - the ancient redactor and compiler of the Book of Mormon presented as divine revelation by Joseph Smith; a member of the Church of Jesus Christ of Latter Day Saints.

Muslim - the religious faith of Muslims including belief in Allah as the sole deity and in Muhammad as his prophet.

Quaker - Member of the Religious Society of Friends, a sect founded by George Fox in England in about 1650, opposed to oath-taking and all war.

Rastafarian - one who is an adherent of Rastafarianism, a religious cult among black Jamaicans that teaches the eventual redemption of blacks and their return to Africa, employs the ritualistic use of marijuana, forbids the cutting of hair, and venerates Haile Selassie as a god.

Roman Catholic - one who is a member of the Christian Church having a hierarchy of priests and bishops under the pope, a liturgy centered in the Mass, veneration of the Virgin Mary and saints, clerical celibacy, and a body of dogma including transubstantiation and papal infallibility.

Satanist - one who worships the Satan or the powers of evil; a travesty of Christian rites.

SAMPLE PRAYERS
HANDOUT # 2

A. Morning announcements - Write on the board/overhead/etc. "May I have your attention please for morning announcements. . ." Have a student read the following:

"May I have your attention, please, for the morning announcements. During activity period today, the Beta Club, Jr. Civitans and the National Honor Society will meet. The cheerleaders are sponsoring a dance this Friday night from 8 til midnight. Tickets are $5 a piece. All students with Saturday detention should report to the Band Hall at 7 a.m. Now for the morning devotion. Everyone please bow your heads. Dear Father, thank you for this day. We ask for your blessings, Lord, and pray for protection of our students, teachers and especially of our football team in the game tonight against Central. In Jesus Christ's name we pray, Amen. Thank you, this concludes the morning announcements."

B. Graduation - Write on the board/overhead/etc. "Welcome to Graduation, Class of '95." Have two students read the following:

S1: "Welcome to our students, teachers, parents, families and friends to our commencement exercises honoring the 1995 graduates of ________ High School. To being our program tonight, Rabbi Gutterman will offer an invocation."

S2: "O God, we are grateful to You for having endowed us with the capacity for learning which we celebrate on this joyous commencement. Happy families give thanks for seeing their children achieve an important milestone. Send Your blessings upon the teachers and administrators who helped prepare them. The graduates now need strength and guidance for the future, help them to understand that we are not complete with academic knowledge alone. We must each strive to fulfill what You require of us all; To do justly, to love mercy, to walk humbly. We give thanks to You, Lord, for keeping us alive, sustaining us and allowing us to reach this special, happy occasion. Amen." (This is the Lee v. Weisman benediction.)

C. Congress - Write on the board/overhead/etc. "The 103rd Congress is now in session." Have two students read the following:

S1: "Hear ye, Hear ye. The one hundred and third session of the State Congress is now in session. Draw your attention so that you may be heard. The right honorable Father Dunn Goode shall open this session, as dictated by law and tradition."

S2: "The spirit of our Protector is with us. We humbly beseech Her to give us the guidance and wisdom to represent the citizens of the great state to best of our ability. In the reverend name of the Protector of the Universe, we bow and pray. So it should be - so it shall be, now and forever."

HANDOUT #3

First Amendment:
"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise of thereof. . ."

The Establishment Clause of the First Amendment:
"Congress shall make no law respecting an establishment of religion. . ."

This clause forbids the government from setting up a state religion. It also prohibits the government from preferring one religion over another or from passing laws that aid or promote religion.

The Free Exercise Clause of the First Amendment:
"Congress shall make no law. . . prohibiting the free exercise thereof. . ."

This clause protects the right of individuals to worship or believe as they choose. Generally, it is the belief that is protected. Actions taken as a result of a belief may be restricted if it violates an important government interest.

HANDOUT #4

Below is an example of an acceptable school prayer policy for your use in writing a policy acceptable to the students and religions represented in your group.

The school district shall comply with state federal statutes and with state and federal court decisions regarding prayer in schools and at school-related activities.

No person shall be compelled or coerced into participating in any religious activity. Likewise, no person shall be denied the right to exercise his/her religious beliefs as long as such exercise is consistent with state and federal law, is non-disruptive of the educational process, and is non-intrusive upon the rights of others.

Nonsectarian, nonproselytizing prayers which are initiated, voted on by a majority of the senior class and led by student volunteers at graduation ceremonies shall be permitted.

HANDOUT #5 - PRAYER IN THE PUBLIC SCHOOL
A Summary of the Law

If the schools were allowed to begin their days with a prayer, which prayer would be said? During the past year, much controversy arose over the decision of a school principal to allow a Christian prayer to be broadcast over the school's public address system. Supporters of the intercom prayer were vocal; student walkouts occurred; marches were held. If the principal had allowed a Buddhist, Muslim, Jewish Rastafarian, Seventh Day Adventist, Jehovah's Witness, Mormon, or other sectarian prayer, would there have been such approval? Federal law is designed to protect the rights of all students to be free from "influence by the school in matters sacred to personal conscience and outside the school's domain." Wallace v. Jaffree, 472 U.S. 38, 61 n. 51 (1985) (quoting Illinois ex rel. McCollum v. Board of Education, 333 U.S. 203, 227 (1948)).

To the extent permitted by law, public school districts do not prohibit prayer in schools. Students have the right to express their religious beliefs as long as they do not materially and substantially interfere with the school's operation or collide with the rights of others. Tinker v. Des Moines Indep. Community Sch. Dist., 393 U.S. 503 (1969). Students may pray or have silent meditation alone or with others as long as the prayers do not conflict with school activities, are not disruptive, and are not forced upon other individuals. This means that students may pray at mealtime, in student-organized religious clubs, before tests, or as they desire as long as the activity does not interfere with the educational process. For example, in September, many public schools permitted advertising for and participation in the "Meet Me At the Flag Pole" program to celebrate the anniversary of a landmark court decision allowing student religious groups on public school campuses.

On the other hand, the law clearly does not permit public school districts to direct or authorize prayer to be broadcast in the school, even where it is voluntary. In this regard, public school district policies and practices must be entirely consistent with the first amendment's prohibition against establishment of religion and with the U.S. Supreme Court cases interpreting the application of that constitutional provision.

The Supreme Court has held that the state and its officials may not establish religious activity on campus. Authorizing prayer to be broadcast in the school meets all three conditions of an establishment clause violation:

(1) it does not have a secular purpose;
(2) its primary effect is to advance religion; and
(3) it fosters an excessive entanglement with religion.

See Lemon v. Kurtzman, 403 U.S. 602 (1962). Based on these elements, the Court has consistently held that the public schools may not establish school directed or authorized religious activity on campus, thereby holding various practices unconstitutional, including the following: (1) organized, devotional prayers even where participation is voluntary, Engle v. Vitale, 370 U.S. 421 (1962); (2) setting aside school time for moments of silent meditation, Wallace v. Jaffree, 472 U.S. 38 (1985); School District of Abington Township v. Schempp, 374 U.S. 203 (1963), and (3) reading Bible passages in class, Abington v. Schempp. Importantly, the Supreme Court affirmed a Fifth Circuit case which specifically found it impermissible to allow student volunteers to select prayers for public recitation at school, whether in the classroom, over the intercom, or at assemblies or other events. See, e.g., Karen B. v. Treen, 653 F.2d 897 (5th Cir.), aff'd. 455 U.S. 913 (1981); Meltzer v. Board of Public Instruction of Orange County, Florida, 548 F. 2d 559 (5th Cir. 1977).

Removing any doubt that school-directed prayer is forbidden, the Court recently held that graduation prayers approved by the school and presented by clergy selected by the school violated the establishment clause. Lee v. Weisman, 120 L. Ed. 2d 467 (1992). In Lee, a Rhode Island school district permitted middle and high school principals to invite a clergy member to present prayers at official graduation ceremonies. A middle school principal decided that a prayer should be given, invited a rabbi to deliver the prayer, and gave the rabbi written and oral guidelines for preparing a nonsectarian prayer. The actual prayer was less than one minute in length and was nondenominational. Even though the students were not required to attend graduation to receive their diploma, the school officials exercised a high degree of control over the timing, movements, dress and decorum of the students at the ceremony. Taking all of these factors together, the Supreme Court found that there was as "pervasive" involvement with religion that unlawfully imposed "social pressure (tending) to enforce orthodoxy" on the students objecting to the prayers.

Following the Lee v. Weisman case, the Fifth Circuit held that, under the particular facts of the case before it, a school did not violate the law by allowing student volunteers to deliver nonsectarian, nonproselytizing prayers at graduation. Jones v. Clear Creek Ind. School Dist., 977 F. 2d 963 (5th Cir. 1992), cert. denied, 61 U.S.L.W. 2341 (1993). In Clear Creek, students presented the district with their proposed invocation for approval by a majority vote of the senior class. The court stated that the prayer served a special purpose in solemnizing the graduation ceremony. The court also noted that attendance at the ceremony was voluntary.

It should also be noted that public school district employees are not permitted to pray with or in the presence of their students while in school. The Constitution permits the termination of a teacher who abuses his position in this way. See, eg., Webster v. New Lenox School Dist., 917 F.2d 1009 (7th Cir. 1990); Roberts v. Madigan, 921 F. 2d 1047 (10th Cir. 1991). Allowing such conduct without taking action would subject the district and school board to liability for the employee's actions. See Steele v. Van Buren Public School Dist., 845 F. 2d 1492 (8th Cir. 1988).

HANDOUT #6

Mississippi General Laws § 37-13-4.1. Authorization of voluntary school prayer.

(1) The legislative intent and purpose for this section is to protect the freedom of speech guaranteed by the First Amendment to the United States Constitution, to define for the citizens of Mississippi the rights and privileges that are accorded them on public school property, other public property or other property at school-related events; and to provide guidance to public school officials on the rights and requirements of law that they must apply. The intent and purpose of the Legislature is to accommodate the free exercise of religious rights of its student citizens in the public schools and at public school events as provided to them by the First Amendment to the United States Constitution and the judicial interpretations thereof as given by the United States Supreme Court.

(2) On public school property, other public property or other property, invocations, benedictions or nonsectarian, nonproselytizing student-initiated voluntary prayer shall be permitted during compulsory or noncompulsory school-related student assemblies, student sporting events, graduation or commencement ceremonies and other school-related student events.

(3) This section shall not diminish the right of any student or person to exercise his rights of free speech and religion, including prayer, as permitted by the United States Constitution, on public school property, other public property or other property, at times or events other than those stated in subsection (2) of this section.

(4) The exercise of the rights guaranteed under subsection (2) of this section shall not be construed to indicate any support, approval or sanction of the contents of any such prayer, invocation, benediction or other activity, or be construed as an unconstitutional use of any public property or other property by the State of Mississippi or any agency, department, board, commission, institution or other instrumentality thereof or any political subdivision of the state, including any county or municipality and any instrumentality thereof. The exercise of these rights on public school property; other public property or on other property for school-related activities, by students or others, shall not be construed as the promotion or establishment of any religion or religious belief.

(5) The provisions of this section are severable. If any part of this section is declared invalid or unconstitutional, that declaration shall not affect the part or parts that remain.

Sources: Miss. Laws, 1994, ch. 609 § 1, eff. from and after July 1, 1994.

Note: In a recent opinion, U.S. District Court Judge Henry T. Wingate ruled this law unconstitutional. He called the law vague because it did not define prayer or what are considered school-related activities. It did not tell schools how to implement the statute and it lacked an opt-out statute for students who do not want to pray. This decision will likely be appealled.

SUGGESTED STRATEGIES FOR ELEMENTARY CLASSES

ADAPTATIONS: TO PRAY OR NOT TO PRAY?

LESSON DESCRIPTION

This lesson is designed to help students understand the meaning of the First Amendment's Establishment and Free Exercise clauses. A summary of the status of the law on prayer in the public school will be presented. Students will assume the role of a hypothetical religious group, write a prayer and explore its constitutionality as it relates to prayer in the public school.

OBJECTIVES

1. Students will identify and distinguish between the religious clauses in the 1st Amendment.
2. Students will examine the status of the law on prayer in the public school.
3. Students will write a prayer and analyze its constitutionality as it relates to prayer in the public school.

KEY CONCEPTS AND VOCABULARY

1. Religion - a personal set or institutionalized system of religious attitudes, beliefs, and practices.
2. Prayer - a form of words used in praying.
3. Establishment Clause - That portion of the First Amendment to the United States Constitution which prohibits the government from establishing or promoting any religion.
4. Free Exercise Clause - That portion of the First Amendment to the United States Constitution which guarantees the right to exercise religious beliefs with no interference by the government.

STEPS

1. Engage students in a discussion of the meaning of the word religion. Present the First Amendment to the Constitution. Point out the meaning of the Establishment and Free Exercise Clauses. (Use Handout #1 for background information.)

2. Have students name some religions and their beliefs. (Be sure to include Agnostic and Atheist.) List responses on the chalkboard. Guide students in a discussion of why they think allowing prayer in the public school would be a violation of an individual's religious rights.

3. Using the information on Handout #2, guide students in a discussion of the summary of the law concerning Prayer in the Public School.

4. Distribute copies of a worksheet that contains a description of the following hypothetical religions: **Aquamarines, Aspirates, Balloholics, Dalmations.** (See descriptions under the section entitled ADDITIONAL ACTIVITIES.) * Other hypothetical religions may be used. Discuss with students the meaning of their contents. Ask questions to check for understanding. Write the name of each hypothetical religion on a 5x8 card and place it in a small box.

5. Divide the class into 4 groups. Instruct each group to select a group leader. Have each group leader select a card from the box. Inform the groups that they are to write a prayer for their religion. This prayer is to be recited by all students during a school assembly.

6. After completion, each group will present its prayer to the class. Have classmates react to the prayer as to its suitability for recitation by all students in the school. Students should be able to see that most prayers would be offensive to someone. They should further be able to understand why school prayer is considered an infringement of religious rights.

ADDITIONAL ACTIVITY

Have students research their school district's policy on prayer in the school. Using the policy as a guideline, have them attempt to write a prayer that would be suitable for all students to recite.

WORLD'S LARGEST GUN SALE: FINAL CLOSEOUT

We live in the most violent developed society on earth. Guns can be purchased for almost nothing. This lesson helps you see what your students think of gun use.

We encourage you to incorporate a cross-curricular approach in this lesson by working with the debate coach, history teacher and language arts teacher on this lesson.

◆

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I. LESSON DESCRIPTION

This lesson informs students about the possession of guns by their peers and neighbors through a survey. Students learn about harsh realities of gun violence in America through an interactive teaching activity. Finally, they formulate a plan to get involved in a community service project to combat gun violence.

II. OBJECTIVES

1. Students will learn about the increased likelihood of harm by mere possession of guns.

2. Students will evaluate their attitudes and knowledge about guns.

3. Students will enhance their analytical and critical thinking skills through researching and debating gun related issues and voting on the issues.

4. Students will get involved in a community service project to combat gun violence in their community.

III. KEY CONCEPTS AND VOCABULARY

IV. STEPS

1. Distribute Handout #1, a firearm information survey, to your class a day before this lesson is planned. Remind students to honestly respond to the questions as all responses will be confidential and only statistics will be shared. Have students complete the survey. Collect it and compile the results to share at the next class meeting.

2. Give each student a piece of paper with a firearm fact from Handout #2 on it.

3. Students should share their firearm fact with other students. In 10 minutes they should find out as many facts as possible. You may want students to initial the back of the fact card they just learned so students are kept on task. The student with the most initials could then be awarded a nominal prize.

   Debrief the activity by asking students to state what they learned about firearms.

4. Explain to students that they will now be assigned a topic to research. Groups 1&2 will have topic A, etc. Odd numbered groups will be for an issue, even numbered teams will be against the issue. Divide the class into 10 groups.

Distribute Handout #3 which contains the topics. Upon completing the research provide students the opportunity to persuade their classmates to support their side. Each student will then have a voting card on which s/he will cast his/her vote for each issue. The topics and a small amount of background are listed on Handout #4.

5. After the research is completed, pass out voting cards. Students should be given time to informally try to persuade their peers to support their position. Allow students time to talk to each other. After 15 minutes re-assemble the class. Students should vote and pass in their voting cards. Compile and discuss the results.

6. Distribute Handout #5 - Options for Community Service. Ask the students to assemble in groups of 5. Have each group reach consensus about their choice of a community service project. After 5 minutes re-assemble the class. Have the class help the class discuss each group's recommendations reach a consensus about a community service project to implement..

7. Outline an action plan and timeline for implementing their community service project.

V. GENERAL DISCUSSION

1. What does the second amendment mean? Have students write a paper stating what the right to bear arms means to them. Have students read the papers aloud in class.

2. How do the family members of students feel about school violence, guns at schools and/or guns and community violence? Devise a questionnaire or have students interview family and friends and report back.

3. Create a newsletter for distribution in the school community that discusses guns and violence in the community. Highlight student solutions.

VI. ADDITIONAL ACTIVITIES

1. Have students start a campaign in your community to get tax money from guns to be used at least in part for the medical care of victims of gun violence. Begin by contacting your local legislators.

2. Find out what your community is doing to minimize the number of guns possessed by citizens. Are there any trade a gun for concert tickets or clothes campaigns? Talk to your local police department about initiating this program. Solicit businesses for donations to give in exchange for turning in a gun to the police.

3. Have students start a campaign to protect the right to bear arms.

4. Invite a representative of the NRA to class to discuss these issues.

5. Invite a gun safety instructor to class.

VII. RELEVANT LAW

Second Amendment - United States Constitution

A well guarded Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

KEY CONCEPTS & VOCABULARY

assault weapons	semiautomatic and automatic antipersonnel rifles, shotguns and handguns that are designed primarily for military and law enforcement purposes, not for sporting.
gun	any portable firearm, such as a rifle, shotgun, revolver, etc.
firearm	weapon that uses a powder charge to fire a projectile.
long guns	configurations of weapons traditionally designed to be fired from the shoulder.
handguns	firearms designed to be fired from a single hand and are usually defined as having an overall length of less than 18 inches.
repeating firearms	allow the shooter by operating a mechanism on the gun to load another round into the gun after a shot has been fired.
semiautomatic guns	automatically load another round into the gun after a shot has been fired.
automatic guns	guns that keep on firing as long as the trigger is depressed.
revolver	a handgun with a cylinder of several chambers brought successively into line with the barrel and discharged with the same hammer
pistol	often known as "automatics," although they do require a separate trigger pull for each shot.
Saturday Night Special	an inexpensive, short-barreled handgun made of inferior materials.

Handout #1 - FIREARM INFORMATION SURVEY

Directions: Please answer the questions below honestly. Your responses are anonymous. Only survey statistics will be discussed, not individual responses. Circle the appropriate response.

1. Do you own a gun? YES NO
2. Do you know someone who owns a gun? YES NO
3. Is the person (from #2): An Adult (21 or over) A Juvenile (under 21)
4. Do you know how to obtain a gun, ie: who you could buy it from, how much it would cost, etc.? YES NO
5. Do you know anyone who has been the victim of gun violence, ie: shot, held up, etc.? YES NO
6. Do you know anyone who has used a gun successfully in self defense? YES NO
7. Do you know anyone who brings a gun to school? YES NO
8. Are you afraid of gun violence
   - at school? OCCASIONALLY OFTEN NEVER
   - in your neighborhood? OCCASIONALLY OFTEN NEVER
9. Should schools have metal detectors? YES NO MAYBE
10. How can gun violence be reduced?

11. How can you/your peers reduce gun violence?

Handout #2 - FIREARM FACTS

A gun in the home is 43 times more likely to kill a family member or friend than be used in self defense.

Three times more people are murdered during arguments than during robberies.

In 1992, approximately 78% of murder victims were killed by someone they knew.

It is estimated that half of all American households have guns.

The intended purpose of a gun in the home can be easily forgotten by an enraged or deeply depressed family member.

Anecdotal evidence suggests that even the most experienced gun owners have their gun turned against them by an assailant.

"People without guns injure people; guns kill people."

A gun is the fastest way to kill someone, as guns are 5 times more deadly than knives. A person with a gun does not have to struggle with the victim, touch the victim, or even get near the victim. All s/he has to do is pull the trigger.

The greatest threat to a woman comes from the people and guns in her own home.

From 1976 to 1987, more than twice as many American women were shot and killed by their husbands or boyfriends as were murdered by strangers using guns, knives or any other means.

Men represent 87% of the killers of male murder victims and 90% of the killers of female murder victims.

In 1987, 1300 males under 19 were murdered with guns in the US. In the same period fewer than 80 males of the same age were murdered with guns in Canada, Japan, France, West Germany, Australia, England, Wales and Sweden combined.

Firearms are used in over 80% of teenage homicides and approximately 68% of the homicides for all ages.

If a teenager attempts suicide with a gun his/her death is nearly guaranteed. 90% of teenage suicides with guns are successful as compared with 23% of the attempts with poisons, and 4% of the attempts with knives.

Most children unintentionally kill themselves or other children while they are playing with a gun they found in their home or the home of a family member or friend.

Over 1/2 of all handgun owners keep their guns loaded at least some of the time. In one study, 53% of gun owners surveyed did not keep their guns locked up.

An estimated 30% of all unintentional shooting could be prevented by the presence of 2 safety features: trigger locks & loading indicators, but few guns have these devises because no law requires them.

In a national survey in 1987, 1 of every 36 10th grade boys said they had carried a gun to school in the past year.

Guns are now used in approximately 60% of all teenage suicides.

Potential gun dealers fill out a 2 page form which asks their age, citizenship, criminal record, and mental health. A 3 year license costs only $200. Dealers can order firearms through the mail and sell them to the public.

In 1992 nearly 92,000 Americans applied to get or renew a federal firearm license, only 52 were denied.

In 1991, the Bureau of Alcohol, Tobacco & Firearms performed compliance inspections on fewer than 4% of all existing dealerships. Although 5,967 violations were found, only 17 dealers' licenses were revoked.

In 1990, 4,371,000 guns were produced for the American market; that is 12,000 new guns every day.

The Brady law requires a national 5 day waiting period and background check prior to any new gun purchase. In its first month, the law prevented handgun purchases by at least 1,605 people who were deemed felons or "mentally unfit."

In 1992, the cost of direct medical spending, emergency services and claims processing for the victims of gun violence nationwide totalled approximately $3 billion.

The average cost of medical treatment for one hospitalized gunshot wound patient among all age groups is over $33,000. Approximately 80% of all patients who suffer injuries from violence are uninsured or eligible for government medical care cost assistance.

None of the federal taxes on guns are designated for the medical care of victims of gun violence. In fact, all revenues from the firearm excise tax are required to go to hunting-related activities.

Information adapted from Firearm Facts, Researched and written by Laurie Duker, MPPM, Children's Safety Network at the National Center for Education in Maternal & Child Health. Published by the National Center for Education in Maternal & Child Health. For additional information call their clearinghouse at 703-821-8955.

HANDOUT #3 - Referendum Issues & Research Topics

- *TOPIC A:* The right to bear arms stated in the second amendment gives all people in the United States the right to possess a gun. Your community has put a referendum on the ballot: All citizens shall have the right to bear arms so long as their gun is not concealed.

- *TOPIC B:* Your community has put a referendum on the ballot: Seventy five percent of the taxes from gun sales will be used to subsidize hospitals to care for the victims of gun and other violence. (Previously 100% of the money from gun taxes were used for hunting-related activities.)

- *TOPIC C:* The following referendum is on the ballot: Random searches of L-12 public school students' persons are authorized as a means to combat violence in the schools. (There has been a sharp increase in the number of weapons confiscated at all grade levels. Recently a student was shot while on school grounds by a gang member not a student at the school.)

- *TOPIC D:* The following referendum is on the ballot: Anyone in possession of an un-licensed gun will be sentenced to a minimum prison sentence of 2 years for a first offense. (The purpose of this is to deter black market gun purchases.)

- *TOPIC E:* The following referendum is on the ballot: Assault weapons are banned. (As there is no non-wartime use for these weapons, there is no reason for members of the community to have such guns).

Handout 4 - Voting Card

Directions: Do not vote on any referendum issue until you have an opportunity to speak to your classmates who are experts on the subject. Once you've had an opportunity to learn about the pros and the cons, cast a vote by checking the appropriate box.

REFERENDUM	For	Against
All citizens shall have the right to bear arms so long as their gun is not concealed.		
Seventy five percent of the taxes from gun sales will be used to subsidize hospitals to care for the victims of gun violence.		
Random searches of students' persons will be authorized as a means to combat violence in the schools.		
Anyone in possession of an un-licensed gun will be sentenced to a minimum prison sentence of 2 years for a first offense.		
Assault weapons are banned.		

Handout #5 - Options for Community Service

Directions: Decide individually your top 3 community service projects. Then do the same with your group. The class will re-assemble to decide which project the class will take on. Be prepared to articulate why your choice should be adopted as the class project.

☐ Organize a town meeting for students, representatives from the school district, health care programs, religious institutions, parents' organizations, mental health and social services programs, law enforcement, juvenile justice, the media and policymaking groups to discuss tragic firearm deaths and injuries.

☐ Establish a confidential hotline to report students carrying guns at school.

☐ Work with local law enforcement to create a gun buy back program.

☐ Develop a peer mediation and leadership training program for young children coordinated by older students.

☐ Contact the local chamber of commerce to set up a mentoring and jobs program for youth.

☐ other: ____

☐ Start a campaign to:

  ☐ require all police agencies to melt down firearms that have been confiscated in the course of police work or decommissioned by the police agency rather than sell them;

  ☐ establish strict licensing and storage standards for gun manufacturers;

  ☐ disqualify anyone convicted of a charge of assault, child abuse, or domestic partner abuse, or any person subject to a civil protection order, from obtaining a handgun permit;

  ☐ establish criminal penalties for adult gun owners whose unsafe firearm storage methods result in death, injury or firearms being taken to school;

  ☐ delay driving privileges for juveniles convicted of possessing a handgun; or

  ☐ ban any person from obtaining handgun ammunition without a handgun license.

LEAVE ME ALONE!!

STALKING: A DANGEROUS OBSESSION

This lesson is written as we are bombarded with stories of strangers, ex-spouses, and ex-lovers stalking strangers and ex-loved ones, and even assaulting, kidnapping or murdering them. Collectively "The People" have acted through statutes to stop the violence and invasion of privacy. Individually we can all take steps to protect ourselves. Here's how.

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LEAVE ME ALONE!!
STALKING: A DANGEROUS OBSESSION

I. LESSON DESCRIPTION

Students participate in a continuum to define stalking. They are familiarized with state and model stalking laws and must select a good law for their locality. Students develop a campaign to warn others of stalking and publicize tips for dealing with a dangerous and potentially deadly encounter with a stalker.

II. OBJECTIVES

1. Students will be alerted to the dangers of stalking and to its criminal ramifications.
2. Students will learn ways to protect themselves from stalkers.
3. Students will develop a public service campaign to alert others to the dangers of stalking and ways to protect one's self.

III. KEY CONCEPTS & VOCABULARY

lying in wait
malicious
stalking
surveillance

IV. STEPS

[Materials needed for this lesson are five sheets of blank paper, tape, (see step 2), magic markers and large sheets of paper or poster board (see step 7).]

1. Ask students to respond to the following statement. Have students list three reasons to support their position on a piece of paper.

- TJ is Marissa's boss. He was attracted to her and asked her monthly for five months. Each time she politely declined. It is ok for TJ to continue to ask Marissa out.

2. Students will now participate in a continuum line. Write one of the following phrases on each of five sheets of paper: "STRONGLY AGREE," "AGREE," "UNDECIDED," "DISAGREE," "STRONGLY DISAGREE." Tape them around the room in the order listed. Have students get up and take a stand relative to their position. They should have their reasons for their position written down.

   Advise students that they may change their position at any time during the discussion, ie: if someone persuades them or if the question is varied. Ask at least one student from each category to briefly state why s/he positioned her/himself in a particular spot. Allow undecided students to ask questions.

   Once enough information is on the table, vary the hypothetical to encourage students to move around and see if a small change of facts can change their position.

   Is your opinion the same if TJ met Marissa in a social situation, and does not work with her? What if she made it very clear she was not interested (to the extent of not being polite). At what point does TJ's behavior become unacceptable?

Below are some more scenarios for your use.

- Mario recently broke up with Maria. She is quite heartbroken. She waits for him to leave school everyday to see if he is with anyone. It is ok for Maria to do this.

  Does your position change when, if upon Mario's noticing Maria, she glared at him? What if Maria routinely followed Mario's new girlfriend into the restroom, but never spoke to her?

- Murray places calls to Belinda to see if she is at home. He hangs up when the telephone is answered. It is ok for Murray to do this.

3. Have students return to their seats. Continue the group discussion varying the hypotheticals to include the more complex situations listed below. Ask students why one scenario is ok and another is not. Where is the line?

- Lee was obsessed with his ex-girlfriend, Meredith. He sent her cards, first pleading with her, then berating her. He tracked her phone calls by pushing the redial button on phones she had used. He had a friend at the IRS track her, after she had moved, by illegally tapping computers. He cruised the streets of the suburb where he thought she moved, trying to find her. He posted missing person flyers of her on bulletin boards looking for her. Is it ok for Lee to do this? (For stalking story see "When Eager Love Becomes the Relentless Stalker," Washington Post, Sunday, April 17, 1994, p. A1.)

4. Introduce the term "stalking" to the class. Stalking is defined a little differently by every state. It includes the willful, malicious, and repeated following and harassing of another person; lying in wait. Some states include "surveillance" in the definition. Many require a pattern of conduct. Often it is required that the victim have a reasonable fear of his/her safety or fear of death or bodily injury.

5. Share the following facts with students:

STALKER PROFILES

- 9.5% Erotomania: Stalker falsely believes the target, usually someone rich or famous, is in love with the stalker.
- 43% Love Obsession: Stalker is a stranger to the target, but is obsessed and mounts a campaign of harassment to make the target aware of the stalker's existence.
- 47% Simple Obsession: Stalker, usually male, knows target as an ex-spouse, ex-lover, or former boss, and begins a campaign of harassment.

VICTIM PROFILES

- 38% are ordinary citizens
- 17% are well known celebrities
- 32% are lesser known entertainment figures
- 13% are former employers or other professionals

The preceding statistics were provided by the Los Angeles Police Department Threat Management Unit.

- In the past 5 years, all states and the District of Columbia have enacted stalking laws; roughly half were enacted in 1993.
- Anecdotal evidence suggests that stalking is a precursor to violent crimes.

- A congressional report estimated that 90% of the 1432 women murdered by their husbands or boyfriends in 1992 experienced some form of stalking.

6. Obtain and pass out a copy of your state's stalking law. See Relevant Law section for the citation. An attorney or law student resource person can easily obtain this statute. (If a resource person is not available pick it up at your local law library or call your prosecutor or police department with the cite and ask for a copy.) Have your resource person bring copies of the law to class.

7. Pass out **Handout #1**, a Model Anti-Stalking Code For The States. Divide students into groups of 3-5 by having them count off. Place all students sharing the same number in the same group. If you have 20 students, have them count off from 1 to 4 for 4 groups of 5. Have each group select a facilitator to ensure all group members participate, a recorder to take notes and a reporter to share the group's conclusions with the class. Compare this model statute with your state statute. How are the two the same? How do they differ? Is one more enforceable than the other? Why? Which statute would you prefer to be the law in your state? Why?

8. Ask student groups to report their statutory preference, stating their rationale. Have your attorney resource person discuss your state stalking statute. How does it compare with each group's model? What is included? What is excluded? Would any of the scenarios discussed in the preceding steps result in stalking convictions in your state?

9. Ask groups to brainstorm safety tips for individuals being stalked. After this, distribute **Handout #2.** Invite a police officer or victim's spokesperson to talk to students about their lists of safety recommendations and what to do if they or someone they know is being stalked. How should their behavior differ if the stalker is an acquaintance instead someone they do not know?

10. Working in their same groups have students draw a poster or illustration warning others that stalking is a crime and/or sharing safety recommendation tips with those being stalked.

V. GENERAL DISCUSSION

1. How does stalking relate to the OJ Simpson case?

2. Can you think of celebrities who have been stalked? Do you recall the outcome or details? Discuss.

3. What can you as students do to stop stalking? What can the authorities do?

4. Should people be free to follow others until their behavior amounts to a physical contact or assault?

VI. ADDITIONAL ACTIVITIES

1. Write an editorial about your state stalking law. Send it to your school or local paper.

2. Bring in newspaper and magazine articles about famous or local stalking cases.

Discuss.

3. Contact your local police department to find out how stalking is handled in your community. Ask local police what should you do if you are being stalked? Share tips with fellow students.

4. Use the posters or illustrations made by the class to begin a public relations campaign to stop stalking. Create radio and television public service announcements about stalking. Involve your school media center, library and communications office to heighten awareness about this issue.

5. Have the class identify movies and books with plots about stalking, for example: *Cape Fear, Fatal Attraction, Sleeping With the Enemy*.

6. Obtain a copy of the Series 2, Number 7 Lesson Plan of the Month on Family Violence from PAD PSC. Teach this lesson as a follow up to Stalking.

KEY CONCEPTS AND VOCABULARY

lying in wait	hiding in anticipation of another's entrance; waiting in a secretive manner/place for the victim to show.
malicious	having no moral or legal justification for intentionally harming someone; evil intent.
stalking	is defined differently in every state. It includes the willful, malicious, and repeated following and harassing of another person; lying in wait. Some states include "surveillance" in the definition. Many require a pattern of conduct. Often it is required that the victim have a reasonable fear of his/her safety or fear of death or bodily injury.
surveillance	close watch kept over someone or something.

VII. RELEVANT LAW

Chart One - Stalking Law Code Citations

ALABAMA	(1992)	Ala. Code 13a-6-90 to 13a-6-94
ALASKA	(1993)	Alaska Stat 11.41 260-270
ARKANSAS	(1993)	Ark. Stat. Ann. 5-71-229(a),(b)&(c), 5-13-301, 5-71-208 & 209
CALIFORNIA	(1990)	Cal. Penal Code 646.9
COLORADO	(1992)	Colo. Rev. Stat. 18-9-111
CONNECTICUT	(1992)	Conn. Gen. Stat. 53a-181(c)&(d)
DELAWARE	(1992)	Del. Code Ann. 1312(a)
FLORIDA	(1992)	Fla. Stat. 784.048
GEORGIA	(1993)	Ga. Code Ann. 165-90, 165-91
HAWAII	(1992)	Haw. Rev. Stat. 711
IDAHO	(1992)	Idaho Code 18-7905
ILLINOIS	(1992)	Ill. Rev. Stat. 12-7.3, 12-7.4, 110-6.3,& 3-14-5
INDIANA	(1993)	Indiana 35-33-1-1 - 35-46-1
IOWA	(1992)	Iowa Code 708.11
KANSAS	(1992)	Kan. Stat. Ann. 95 & 96
KENTUCKY	(1992)	Ky. Rev. Stat. Ann. 508
LOUISIANA	(1992)	La. Rev. Stat. Ann. 14:40.2
MARYLAND	(1993)	Chapt. 205 and 206 Laws of Maryland 1993
MASSACHUSETTS	(1992)	Mass. Gen. L. ch. 265, Sect. 43
MICHIGAN	(1992)	Mich. Comp. Laws 750.411(h)&(i), 600.2950(a), 600.2954, 764.15(b), 771.2 & 771.2(a)
MINNESOTA	(1993)	Minn. Stat. 609.746
MISSISSIPPI	(1992)	Miss. Code Ann. 97-3-107
MISSOURI	(1993)	Mo. Rev. Stat. 455.010-455.085
MONTANA	(1993)	Mont. Code Ann. 45-5-220
NEBRASKA	(1992)	Neb. Rev. Stat. 42-903,924 & 28-101
NEVADA	(1993)	Nev. Rev. Stat. 200
NEW HAMPSHIRE	(1993)	N.H. Rev. Stat. Ann. 173:1-7
NEW JERSEY	(1992)	N.J. Rev. Stat. 209
NEW MEXICO	(1993)	N.M. Stat. Ann. Ch. 86, 1-5
NEW YORK	(1992)	N.Y. Penal Law 120.13 & 14
NORTH CAROLINA	(1992)	N.C. Gen. Stat. 14-277.3
NORTH DAKOTA	(1993)	N.D. Cent. Code 12.1-17 and 14-07.1
OHIO	(1992)	Ohio Rev. Code Ann. 737.11, 1901.18 & 19, 2919.25, 251, 26 & 27, 2935.03, 2937.23, 2945.42, 3113.31, 4749.99, 5119.01, 5123.04(amended), 2903.211-215, and 2911.211
OKLAHOMA	(1992)	Okla. Stat. tit.21, sect. 1173
OREGON	(1993)	Or. Rev. Stat. 133.310
PENNSYLVANIA	(1993)	Pa. Cons. Stat. 18: 2709
RHODE ISLAND	(1992)	R.I. Gen. Laws 11-59-1
SOUTH CAROLINA	(1992)	S.C. Code Ann. 16-3-1070
SOUTH DAKOTA	(1992)	S.D. Codified Laws Ann. 22-19a-1 thru 22-19a-6 (1993 Revisions) 22-19a-1 to 22-19a-6
TENNESSEE	(1992)	Tenn. Code Ann. 39-12
TEXAS	(1993)	Tex. Penal Code Ann. 42.07, Tex. Code Crim. Proc. Ann. 17.46, 42.12, 42.8, Tex. Gov't Code 501.006
UTAH	(1992)	Utah Code Ann. 76-5-106.5
VERMONT	(1993)	Vt. Stat. Ann. tit. 13, 1061-1063
VIRGINIA	(1992)	Va. Code Ann. 18.2-60.3
WASHINGTON	(1992)	Wash. Rev. Code 9a.46.020, 9a46.020, 9a46.030, 9a46.060, 9a46.100, 9.61.230, 9.94a.155, 10.77.205, 71.05.425(amended), and 9a.46 (1993 Revisions) 13.40.215
WEST VIRGINIA	(1992)	W.Va. Code 61-2-9a (1993 Revisions) 61-2-9a to 61-2-9k
WISCONSIN	(1992)	Wis. Stat. 947.013, 29.05, 778.25(amended), 813.125(5m), 947.013(1), and 947.013(1r and 1t).
WYOMING	(1992)	Wyo. Stat. 1-1-126, 6-2-506, and 7-3-506 to 511
DISTRICT OF COLUMBIA	(1993)	D.C. Code Ann. 22-504

BEST COPY AVAILABLE

Handout #1 - A Model Anti-Stalking Code For The States

This model anti-stalking code was developed by the National Criminal Justice Association for the United States Department of Justice, National Institute of Justice.

Section 1. For the purposes of this code:

(a) "Course of conduct" means repeatedly maintaining a visual or physical proximity to a person or repeatedly conveying verbal or written threats or threats implied by conduct or a combination thereof directed at or toward a person;

(b) "Repeatedly" means on two or more occasions;

(c) "Immediate family" means a spouse, parent, child, sibling, or any other person who regularly resides in the household or who within the prior six months regularly resided in the household.

Section 2. Any person who:

(a) purposefully engages in a course of conduct directed at a specific person that would cause a reasonable person to fear bodily injury to himself or herself or a member of his or her immediate family or to fear the death of himself or herself or a member of his or her immediate family; and

(b) has knowledge or should have knowledge that the specific person will be placed in reasonable fear of bodily injury to himself or herself or a member of his or her immediate family or will be placed in a reasonable fear of death of himself or herself or a member of his or her immediate family; and

(c) whose acts induce fear in the specific person of bodily injury to himself or herself or a member of his or her immediate family or induce fear in the specific person of the death of himself or herself or a member of his or her immediate family;

is guilty of stalking.

Handout #2 - Security Recommendations

RESIDENCE SECURITY

- Be alert to any suspicious persons.
- Positively identify callers before opening doors.
- Install adequate outside lighting including a porch light or motion detector light at a height which would discourage removal.
- Install deadbolts on all outside doors. If you can't account for all keys, change the locks. Secure spare keys. Place a d dowel in sliding glass doors and all sliding windows.
- Keep garage doors locked at all times. Use an electric garage door lock.
- Trim shrubbery. Install locks on fence gates.
- Keep fuse box locked. Have battery lanterns inside residence.
- Install a loud exterior alarm bell that can be manually activated in more than one location.
- Maintain an unlisted phone number. Alert household members to unusual and wrong number calls. Notify law enforcement if calls continue.
- Any written or telephone threat should be treated as legitimate and must be checked out by the appropriate law enforcement agency.
- All adult members of the household should be trained in use of any firearm kept for protection. It should be stored out of reach of children.
- Household staff should have a security check prior to employment and should be thoroughly briefed on security precautions. Strictly enforce a policy of the staff not discussing family matters or movement with anyone.
- Be alert for any unusual packages, boxes or devices on the premises. Do not disturb such objects.
- Maintain all-purpose fire extinguishers in the residence and in the garage. Install a smoke detector system.
- Tape emergency numbers on all phones.
- When away from the residence for an evening, place lights and radio on a timer.
- Intruders will attempt to enter unlocked doors or windows without causing a disturbance, so keep them locked.
- Prepare an evacuation plan. Brief household members on plan procedures. Provide ladders or rope for two story residences.
- A family dog is one of the least expensive, but most effective alarm systems.
- Know the whereabouts of all family members at all times.
- Children should be accompanied to school or bus stops.
- Vary your schedule, routes taken and time spent walking around.
- Require identification of all repairmen and salesmen prior to permitting them entry into your residence.
- Always park in a secured garage if available.
- Inform a trusted neighbor regarding the situation. Provide the neighbor with a photo or description of the suspect and any possible vehicles.
- During vacations have neighbors pick up mail and newspapers.
- If residing in an apartment, provide the on-site manager or doorman with a picture of the suspect.

WORKPLACE SECURITY

- Central reception should handle all visitors and packages.
- Office staff should be alerted to suspicious people, parcels, and packages that do not belong.
- Establish key and lock control; if keys possessed by terminated employees are not returned, change the locks.
- Park in secured areas; have your name removed from any reserved parking area.
- If there is an on-site security director, make him/her aware of the situation.
- Have a secretary or co-worker screen calls.
- Have a secretary or security staff member screen all incoming personal mail.
- Be aware of anyone possibly following you from work.
- Do not accept any package unless you personally order an item.
- Instruct your employer never to give out your home address or phone number.

PERSONAL SECURITY

- Remove your home address and phone number from checks, business cards, luggage, etc.
- Place real property in a trust and list utilities in the name of the trust.
- Utilize a private mailbox service to receive all personal mail. Do not obtain a mail box with the United States Postal Service.

- File confidential voter status or register to vote utilizing your mailbox address.
- Destroy discarded mail.
- Install phone lines in a place other than your residence and have calls forwarded.
- Do not put your name on service or delivery orders to your residence.
- Make your mailbox address the official address on all records and rolodexes. List the mailbox as "Suite 123" or "Apt. # 123" rather than "Box 123."
- File a change of address with the Post Office, giving the post office box. Send new address to friends and ask them to remove the old address from their files.
- Give current creditors a change of address card. Ask credit reporting agencies to remove past address from credit history.
- File a change of address with DMV reflecting new mailbox. Get a new driver's license and new address.

VEHICLE SECURITY

- Park in well-lit areas. Do not patronize parking lots where car doors must remain unlocked and keys surrendered. If you must, surrender only ignition key. Allow items to be placed in or removed from trunk only in your presence.
- Don't keep envelopes, registration or insurance papers with your address on them in your car.
- When parked in your residence garage, turn the garage light on and lock the vehicle and garage door.
- Equip gas tank with a locking gas cap. The hook locking device should be controlled from inside the vehicle.
- Visually check the front and rear passenger compartments before entering the vehicle.
- Select a reliable service station for repairs.
- Keep doors locked while the vehicle is in use.
- Be alert for vehicles that appear to be following you.
- When traveling, plan ahead: know the locations of police and fire stations and busy shopping malls.
- Use a different route of travel each day. If followed go to the police or fire station or busy shopping area. Sound the horn to attract attention.
- Do not stop to assist stranded motorists, phone in to get them help.

GENERAL TO DO TIPS

- Document the harassment. Take pictures, use a video camera, collect statements from witnesses.
- Tell neighbors, family and friends and enlist their help.
- Get a car phone and keep it with you in your car.
- Call police every time the stalker shows up.
- Ask for periodic police drive-bys and a free home security checkup.
- Join a support group.

Safety recommendations were provided by the Los Angeles Police Department Threat Management Unit, a unit dedicated to dealing with issues such as stalking.

SUGGESTED STRATEGIES FOR ELEMENTARY CLASSES

ADAPTATION: *STALKING: A DANGEROUS OBSESSION*

(The entire content of this lesson has been changed to reflect the importance of young students being able to know and practice child safety rules.)

LESSON DESCRIPTION

This lesson is designed to teach students safety skills which can be used to protect them from victimization and potentially dangerous situations. Opportunities to role-play solutions to dangerous situations will also be provided.

OBJECTIVES

1. Students will describe safety tips to be followed when faced with danger.
2. Students will examine situations which might pose personal danger and role-play appropriate solutions.

STEPS

1. Inform students that it is very important for them to learn how to be safe. Further explain that to be safe they need to be able to think clearly and know whom and how to ask for help.
2. A. Write the words NO-GO-TELL on the chalkboard. Divide the words into three columns. Discuss each word separately.
   B. Ask students when they would shout out no to another person. List responses under the NO Column. (Be sure the list includes: "When a stranger asks you to go with them," "When a stranger offers you a gift", etc.)
   C. Next ask students where they would go if they felt they were in danger. List these responses under the column entitled GO.
   D. Engage students in a discussion of who they would tell if something happens to them. List responses under the Tell Column.

3. Present the following list of safety tips:
   A. Know your full name, address, and telephone number.
   B. Know your parents full name, the name of the place in which they work and the work telephone number.
   C. Know how to use push button and dial phones to dial "0" for Operator or "911" in case of an emergency.
   D. Always walk and play with other children.
   E. Know whom to go to if someone is following you.
   F. Know how to answer the phone without letting the caller know that you are alone.
   G. Never answer the door if you are home alone.
   H. Never get near the car of someone who stops and asks for directions or wants to show you something.
   I. Tell a parent if any adult asks you to keep a "secret".
   J. Yell "Help", if you need assistance.

   Guide students in a discussion of these rules. Ask questions to check for understanding.

4. Divide the class into 5 groups. Provide each group with one of the following situations:
   A. You are walking to the store with a friend. You think a car is following you. What would you do?
   B. You are playing near your home. A neighbor says, "Can you help me with these grocery bags? I'll give you some candy when we get inside." What would you do?
   C. You are walking down the street with a friend. A car stops beside you and the driver says, "My dog is lost, I'll pay you if you help me find him." What would you do?
   D. You are home alone. Some one knocks on your door and says, "Is anyone home? I need to check your phone line." What would you do?
   E. You are home alone. Some one calls on the phone and asks "What's your name and is

your mother home?" What would you do?

Have students prepare a role-play for class presentation. After each presentation engage the class in a discussion of the solution. Ask for other solutions to the problem.

ADDITIONAL ACTIVITIES

1. Students can create props and perform their role-play situations for other classes.
2. Use the information gathered from the NO-GO-TELL Strategy and display it on a hall bulletin board.
3. Invite someone from the police department to visit the class and discuss "Child Safety Tips".

SUGGESTED LITERATURE FOR STUDENTS

Pernicone, Margaret, **The "What If" Answer Book**, Sundor Brands, Young America, MN.
Rench, Janice E. and Terkel Susan N., **Feeling Safe, Feeling Strong**, Lerner Publications: Minneapolis, MN.
Seuling, Barbara, **Stay Safe, Play Safe**, Western Publishing: N.Y.
Wachter, Oralee, **No More Secrets for Me**, Little, Brown: Boston, MA.

MEDIA MANIA!

LESSON PLAN OF THE MONTH

SERIES 3 / NO. 5

Phi Alpha Delta Public Service Center
1511 K Street, N.W., Suite 611
Washington, D.C. 20005
Phone: (202) 638-2898; Fax: (202) 638-2919

MEDIA MANIA!

I. LESSON DESCRIPTION

This lesson examines the impact of television on society. Students will analyze TV from the perspective of all the decisions that are made during television production. Students examine television violence, commercials, and political ads. They will then participate in a television talk show about media mania to discuss the cause/effect of television viewing on violence in our society and problems associated with attempts to censor that violence.

II. OBJECTIVES

1. Students will objectively analyze television programming and identify types of programming.
2. Students will analyze the characteristics of the different types of programming listed in this lesson.
3. Students will participate in a talk show about media mania and attempt to determine if television is a cause of the problems at issue in the United States and discuss problem solutions.
4. Students will gain a measure of television literacy.

III. KEY CONCEPTS AND VOCABULARY

channel surfing
close up
cut
edit
FCC
frame
image
inflection
manipulation
medium close up
narration
pan
props
sound on film
video background/video setting
voice over
wide shot
zoom

VI. STEPS

[Materials needed in class include: a TV/VCR and video tape made by you; see steps 4&6.]

1. Explain to students the following description of TV: TV is not a reflection of reality, instead, it is a carefully put together product resulting from a set of minute decisions that are made during every second of TV that the viewer sees. Inform students that in any given second of TV there are 30 frames or separate images of video each presenting an opportunity to manipulate the viewer. Discuss.

2. Explain to students that decisions as to camera angles,sound, lighting, what to put in and what to leave out, etc., are driven by the main goal of all broadcasts. The main goal is to attract the largest audience possible to whom to sell the product and or point of view of the advertiser and or producer. Discuss.

3. Explain to the class that TV can be broadly categorized into five types of programming:

    a. *Entertainment*: TV designed to hold the interest of the viewer by portraying a series of experiences or images that somehow persuade the viewer to keep watching because s/he finds it humorous, intriguing, scary and/or pleasant.

    b. *Information*: TV designed to teach, train, or provide data and knowledge.

    c. *News*: TV that is informative about current events.

    d. *Infomercial*: TV that is presented as information, but which has the real purpose of selling the subject product of the program.

    e. *Commercial*: TV designed to sell a product such as a soft drink or political candidate.

4. Begin class by asking students to list what they have recently watched on TV. List these programs on the board. Next ask students what type of program each is. It can be more than one.

5. Prior to class tape 10-20 segments from various channels (ie: channel surf). Record everything one can encounter in routine television viewing including news, cartoons, talk shows, sit coms, music television, religious programming, court TV, sports, political ads, commercials, etc.

6. Distribute Handout #1 and discuss the relevant questions. Remind students that in television no decision is left to chance and that everything they see and hear is the result of a conscious decision. For each question on the handout, ask students to identify why they think the choice or decision was made.

7. Advise students they will be watching television during the next few minutes. Ask students to answer the questions on Handout 1 as they watch each segment of video. You may prefer to approach this as a group activity by dividing the class into groups of five with each group responsible for answering three of the questions on the list about each segment of video. Replay each segment 2-3 times to insure that students and groups have the opportunity to identify the answers to their assigned questions. Discuss student analysis of each video segment. For all 15 questions ask why and for what purpose were these visual images selected?

8. Ask students to think about their favorite TV program and reflect on how they feel when they are watching it. Ask them to take a moment to write down all the feelings they have while watching that show and why. Ask students to share their impressions. Discuss the power of TV to impact our emotions both good and bad.

9. Ask students to identify the most negative thing they have seen on TV. The list could include violent scenes from entertainment TV, coverage of famous criminal situations such as the Rodney King beating, the Susan Smith case, or the OJ Simpson case. Inform students that the public had hundreds of opportunities to see the King beating replayed. Discuss the effect on our individual and collective psyches of constant exposure to repeated scenes of violence, sexually suggestive activities, alcohol advertising, news reports and other negative programming identified by students. Do we become desensitized to violence and other negative aspects of life through constant TV exposure? Discuss.

10. Explain to students that when calls for government censorship have been raised by those concerned that too much violence or sexual content is on TV or that information and opinions should be presented in a fair and balanced manner, they have been met with opposition from two groups. One group is opposed to censorship on First Amendment freedom of speech grounds and the other is opposed to government interference with free enterprise. Discuss.

11. Explain to students that certain local stations have decided on their own sometimes as a result of pressure from interest groups not to carry certain programming. For instance some local stations refuse to broadcast "NYPD Blue" and certain cable systems refuse to carry "MTV". Ask students to identify other examples of censorship and list these on the board. Examples can be the banning of tobacco advertising on TV and banning the use of certain words on the air considered obscene, as well as the fining of Howard Stern for using obscenity on the air. Discuss whether it is fair for one group to control the availability of certain programming on local cable or broadcasts. Discuss whether it is fair for the government to interfere with the business and programming decisions of advertisers and producers.

12. Ask students to list their five favorite things on TV. Ask students to list five programs they would ban from TV if they had the power to control what is on TV and to list the reasons they would ban the programs. Compare the lists. Discuss.

13. Explain to students that some of these issues have been dealt with by the TV industry on a

voluntary basis in Canada through the Canadian Broadcast Standards Council. Distribute Handout #2 to students. Discuss Article Two of the Voluntary Code Regarding Violence in Television Programming. Play scenes from or have students identify programs that might be impacted by the Canadian Code if it were an industry standard in the United States. Discuss.

V. GENERAL DISCUSSION

Discuss the following statements:

1. TV's purpose is to maintain the social status quo.
2. TV packages images and sounds and passes them off as real. This challenges our notions of authenticity.
3. All TV messages have an economic purpose.
4. TV is the collective unconscious of American culture and channel surfing is a trip through the national subconscious at any given moment.
5. How is the family portrayed on television? Is this an accurate portrayal? Are television families realistic? Why or why not? What would a representative family be like?
6. The right of a private TV broadcaster to run his or her business and that business owner's right to free speech far out way the government's and the public's right to control what is on TV.
7. The public exercises control over TV already by tuning in and tuning out. They vote with their remote control.
8. Our nation is a consumer democracy our only real choices are about which type of soft drink and which type of deodorant to buy.

VI. ADDITIONAL ACTIVITIES

1. Invite a local newscaster, university journalism professor or newspaper reporter to your classroom to discuss the impact of media on the violence in our society.

2. Create an opinion poll to discover what people in your community think are the most and least violent programs on television. Survey your family and/or peers at school. Publish the results in your school newspaper.

3. Obtain a copy of the PAD PSC Lesson Plan Of the Month Volume 2, Number 6 which covers TV Violence and use it in class.

4. Write a letter to the editor of your local paper about the relationship between the media and violence in society.

5. Hold a community meeting about violence and the media. Invite young students (elementary and young middle school students) to discuss the violence in the shows they watch. Does violence on television influence their behavior? Invite local media to cover the event.

6. Discuss the relationship between campaigning for political office and television. Recent elections were some of the "dirtiest" ever. Is this necessary? Obtain a copy of the PAD PSC Lesson Plan Of The Month, Volume 1, Number 2, which covers Political Ads and use it in class.

7. Have students write essays on the following topics:
   a. How TV has taught me to resolve conflict.
   b. What TV has taught me about revenge.
   c. What TV has taught me about sex.
   d. What TV has taught me about AIDS.
   e. What TV has taught me about religion.
   f. What good has TV done in my life or in the lives of others.
   g. Why I love TV.
   h. Why I hate TV.
   i. What my most memorable moment from watching TV is and why.
   j. What TV has taught me about racial minorities, men, women, Southerners, Northerners,

Californians, and any other identifiable groups portrayed on TV.

8. Bring in lots of picture magazines and other photos. Divide the class into groups. Assign each group a controversial topic to do a commercial about, preferably on the side of an issue with which they do not agree. Have each group develop a story board to share with the class of their commercial using the photos provided.

9. Divide the class into 5 groups. Group 1 is made up of parents, 2 is made up of students, 3 is made up of television producers, 4 is made up of advertising executives and 5 is made up of ordinary citizens. Distribute Handout #3. Have each group identify a list of its concerns about TV. Each group should select one person to represent the group at an upcoming talk show appearance on ***Your Community Today.*** The spokesperson will express the groups' opinions. The other members of the group will be in the audience. Given the shows standard talk show style, audience members will have an opportunity to ask questions and express opinions, so everyone should be ready to get involved. The teacher or a student will serve as the "host," unless you identify some other VIP to play this role.

   The "host" should get prepared for his/her debut by referring to Handout #3. Arrange the panelists in the front of the room on "the stage." Arrange the audience in the room, leaving enough room for the host to roam around the room, microphone in hand. The host should begin.

   Discuss the questions raised on the host's preparation sheet during the talk show. Allow the audience an ample opportunity to participate in the discussion.

   If the opportunity is available, tape your talk show. Watch it as a class. Discuss how it compares to a talk show you could tune into in your area. Involve your drama teacher and/or media teacher in the production of ***YOUR COMMUNITY TODAY.***

VII. RELEVANT LAW

First Amendment of the United States Constitution

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

KEY CONCEPTS & VOCABULARY

channel surfing	the art of quickly flipping channels without spending a significant length of time on any channel; scanning channels quickly.
close up	face shot; a camera angle that reveals the subject in minute detail
cut	quick change from one video shot to another; used to piece together or edit footage from two or more video tapes.
edit	the process of piecing together/combining parts of one or several video tapes into one creative piece.
FCC	Federal Communications Commission.
frame	one video image; there are 15 to 30 frames of video in one second.
image	a visible representation of an object; a popular projection conveyed through mass media.
inflection	changes in pitch, how high or low the voice is, loudness and emotion.
manipulation	to control or play upon by artful, unfair, subliminal or prejudicial means.
medium close up	(MCU) usually a head and shoulders shot; used to describe how much of the person, object or panorama is included in the picture.
narration	the words, not dialogue, stated in video or film by an individual acting as host or moderator.
pan	long camera movement left or right that displays an entire panorama or scene.
props	tangible objects used in theater, film, and video, eg: flag, broom, gun, presidential seal.
sound on film	(SOF) The sound effects including music one hears during a video sequence often accompanying dialogue.
video background/ video setting	those things that when viewed stir a particular emotion; various environments seen in a video.
voice over	narration without seeing the narrator; words over video.
wide shot	a video shot which encompasses an entire scene.
zoom	having the camera rapidly approach or leave an object or scene; only the camera lens moves; dramatic effect.

Handout #1 - Media Literacy Questions to Ask About TV Segments

1. What type of TV was observed (entertainment, Informational, etc.)?

2. What visual images were utilized in the TV segment?

3. What camera angles and editing techniques were used in the video?

4. What background settings and locations were utilized?

5. What instruments, props or objects were used or seen?

6. What clothes or costumes were worn?

7. In what activities did the characters participate?

8. What words were said during the segment? Who said them? What inflection, pitch, and volume were used?

9. What music and sound effects were heard during the segment and how were they timed?

10. If there was violence, what would be the long term and short term consequences to the people involved? What was left out? Were people depicted doing things they really cannot do? What illusions did you spot?

11. What point of view was depicted in the segment?

12. How was the segment designed to manipulate? How did you respond? How might others respond? Who was the target audience?

13. What was left out? History? Sequence of events? Cause and Effect?

14. What economic forces were at play in the video?

15. Were emotions felt or deadened by the segment?

Handout #2 - **Canadian Voluntary Code Regarding Violence in Television Programming**
Written October 28, 1993; Effective January 1, 1994

Below is the text from Article 2:

2.0 Children's Programming

(Children refer to persons under 12 years of age.)

2.1 As provided below, programming for children requires particular caution in the depiction of violence; very little violence, either physical, verbal or emotional shall be portrayed in children's programming.

2.2 In children's programming portrayed by real-life characters, violence shall only be portrayed when it is essential to the development of character and plot.

2.3 Animated programming for children, while accepted as a stylized form of storytelling which can contain non-realistic violence, shall not have violence as its central theme, and shall not invite dangerous imitation.

2.4 Programming for children shall deal carefully with themes which could threaten their sense of security, when portraying, for example; domestic conflict, the death of parents or close relatives, or the death or injury of their pets, street crime or the use of drugs.

2.5 Programming for children shall deal carefully with themes which could invite children to imitate acts which they see on screen, such as the use of plastic bags as toys, use of matches, the use of dangerous household products as playthings, or dangerous physical acts such as climbing apartment balconies or rooftops.

2.6 Programming for children shall not contain realistic scenes of violence which create the impression that violence is the preferred way, or the only method to resolve conflict between individuals.

2.7 Programming for children shall not contain realistic scenes of violence which minimize or gloss over the effects of violent acts. Any realistic depictions of violence shall portray, in human terms, the consequences of that violence to its victims and perpetrators.

2.8 Programming for children shall not contain frightening or otherwise excessive special effects not required by the storyline.

Handout #3 - *YOUR COMMUNITY TODAY* Moderator's Script

Moderator: "Welcome to ***YOUR COMMUNITY TODAY.*** We have an exciting show planned for you today. Our topic this morning is **Media Mania.** We'll be deciding whether the media is the cause or effect of certain problems in the United States. Is violence glorified on television? Are youth learning to be aggressive by watching television?"

"We have a distinguished panel from the community as well as some media experts here to help us understand the role of television in our society. What did you watch last night?"

Action: *Moderator should take out the TV section indicating what was on TV last night, list some programs and read some captions describing the programs.*

Moderator: "Here on our panel this morning are some very involved community resources:"

"___Name___ is a parent of 2 from ___your town___. S/he works at XYC Corporation. S/he and his/her spouse, like many parents, are concerned about their children's growth and development and the impact of television on it."

"___Name___ is a student at ___your school___. S/he represents the view of his/her peers about television viewing and its impact on society."

"___Name___ is a television producer. S/he has produced a variety of shows including the 199X number 1 sit com, a movie of the week, two Saturday morning cartoon shows and 1 news show. Prior to his/her present position s/he worked on the production of music videos."

"___Name___ is the vice president of marketing for Super Widget Company, Inc., a company making millions annually. S/he has is responsible for Super Widget's growth from a small family business to a multi-national corporation known for its commercial advertising campaigns. S/he is familiar with industry concerns and issues in advertising."

"___Name___ is an ordinary citizen from middle America. S/he represents the person on the street. S/he brings to the show the perspective of an American citizen who watches television."

"Welcome panelists. As you know, today we are discussing the impact of television on society. Is it the cause or effect of a violent society?"

Discussion: *Below are some questions to discuss during **YOUR COMMUNITY TODAY.** Depending on the experts available to you, you may want to modify the program format.*

Is television today too violent? Does it have an impact on the behavior in your community? Or is television the mirror of a violent society?

What can we, as community members, do to affect the shows, programs, news coverage and television advertising on TV today?

If you had the power to change TV what three shows/programs would you cancel or no longer show? Why? What three shows would you leave on TV? Why?

Action: Moderator should go into the audience. Let audience members ask questions and make brief comments. Let the panelists respond comment. See section V for more questions.

SUGGESTED STRATEGIES FOR ELEMENTARY CLASSES

ADAPTATIONS: **MEDIA MANIA**
(The focus of this lesson has been changed in order to help young children identify some of the violent acts portrayed on television.)

LESSON DESCRIPTION

This lesson is designed to help students distinguish among various types of TV programming. Students will view and analyze types of TV programs to determine the amount of violence portrayed. A discussion of the Canadian Voluntary Code Regarding Violence in Television Programming will be presented. An opportunity for students to develop a 10 minute TGV presentation will also be provided.

OBJECTIVES

1. Students will distinguish among various types of TV programs.
2. Students will analyze various types of TV programs to determine the amount of violence portrayed.
3. Students will select a TV program category and develop a 10 minute presentation to be judged on its effects of portraying violent or non-violent acts.

STEPS

(Prior to class use your VCR to tape 5-10 minutes of random television programming. Include such things as news, cartoons, sitcoms, sports, commercials, etc.)

1. Elicit from students the names of the TV programs they view. Record this information on the chalkboard.
2. Explain to students that TV can be broadly grouped into the following categories:
    a. Entertainment: TV designed to hold the interest of the viewer by portraying a series of experiences or images that somehow persuade the viewer to keep watching because s/he finds it humorous, intriguing, scary and/or pleasant.
    b. Information: TV designed to teach, train, or provide date and knowledge.
    c. News: TV that is informative about current events.
    d. Infomercial: TV that is presented as information, but which has the real purpose of selling the subject product of the program.
    e. Commercial: TV designed to sell a product such as a soft drink or political candidate.
3. Call students attention to the list of TV programs listed earlier on the chalkboard. Guide them in a discussion of which category each program represents.

4. Ask students to think about some of the violent things they have seen on TV. Engage them in a discussion of what effects they think these violent scenes or acts may have on the viewer. Define violence as being any act that physically hurts another person or living being.

5. Further explain that research suggests that children who watch too much violence on TV may be more likely to accept violence as a means of solving problems. Guide students in a discussion of their feelings about this statement.

6. Inform students that they will be viewing sample TV programs during the next few minutes. Provide students with copies of the following questions:

   A. What type of TV is being observed?
   B. What visual images are being used?
   C. What instruments, props or objects do you see?
   D. What clothes or costumes are worn?
   E. What are the people/characters doing?
   F. How many violent acts do you see?

   Instruct students to write the answer to the questions as they are viewing the sample programs.

7. Present the information on Handout #2 (Canadian Voluntary Code Regarding Violence in Television Programming). Ask Questions to check for understanding.

8. Divide the class into five groups. Instruct the groups to select a leader. Write the following TV categories on a card and place the cards face down on a table.

   Cartoon
   News Show
   Information
   Entertainment
   Commercial

   Instruct the group leaders to select a card and have their group create a 10 minute presentation which depicts the type of TV program written on the card. Allow time for group presentations. The other students will serve as the audience. Their task will be to critique the presentation and label it as violent or non-violent. If the audience judges the presentation to be violent, have them suggest ways to eliminate the violence without destroying the intent of the TV program.

10. For a home assignment, have students view a cartoon and complete the Cartoon Viewing Guide. Instruct them to include the time and topic-action of the commercials as well as the cartoon itself. The next day the students can discuss their findings.

CARTOON VIEWING GUIDE

Sample Recording

Name of Cartoon

Type of Cartoon
Violent _____ Non-violent _____

TIME	WHAT'S PLAYING	TOPIC/ACTION
8:00	Commercial	Dolls
	Commercial	Toy Guns
8:05	Cartoon Begins	Character is hit by another person.

Use the sample recording above to help you complete your viewing guide.

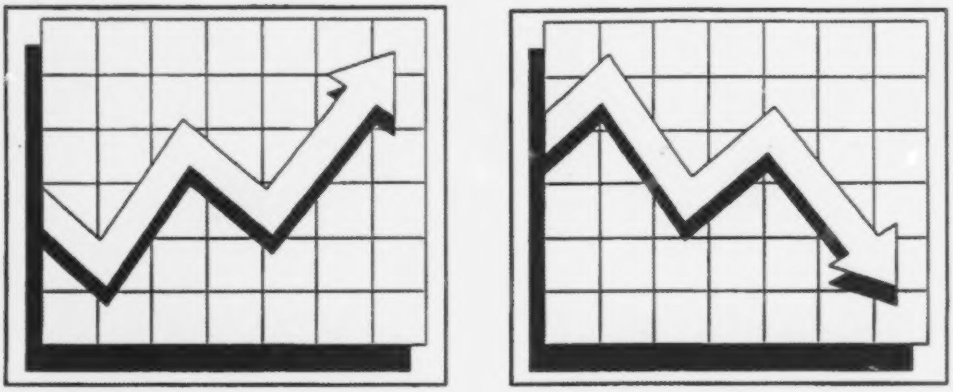
Name of Cartoon

Type of Cartoon
Violent _____ Non-violent _____

TIME	WHAT'S PLAYING	TOPIC/ACTION

Length of time of cartoon _________ Number of violent acts _________

BALANCING THE BUDGET



LESSON PLAN OF THE MONTH

SERIES 3 / NO. 6

This month we focus on an issue on the mind of most Americans -- the national budget. Challenge your students to make tough choices in Acirema, a fictional country with problems similar to those challenging the United States Congress. This lesson will require more than one class period.

Thanks to Margaret L. Cummisky, Legislative Director for United States Senator Daniel K. Inouye and Curtis M. Anderson, PAD International Secretary for their expertise in creating this lesson.

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BALANCING THE BUDGET

I. LESSON DESCRIPTION

Students will travel to the fictional country of Acirema, become members of the Congress there and attempt to balance the budget. Each student is a Senator or Representative from a state in Acirema. One student will be selected to serve as the President of Acirema and exercise the power of approving or vetoing the budget approved by the Congress.

II. OBJECTIVES

1. Students will learn some aspects of how the United States Congress is structured and about the committee system. (For purposes of expediency and simplicity, the budget and appropriations processes have been streamlined and this exercise does not reflect the precise process followed by the U.S. Congress.) In addition, students will learn about the numerous issues each member must consider when representing his or her constituency.
2. Students will serve as members of Congress on an appropriations committee and will attempt to balance the Acirema budget.
3. Students will learn how to negotiate and advocate for their constituents.
4. Students will learn that the laws of the United States are the results of many difficult compromises.

III. KEY CONCEPTS AND VOCABULARY

appropriation
balanced budget
veto
appropriations committee
budget authorization
veto override
authorization committee
line item veto

IV. STEPS

1. Inform the students they will each be assigned the role of a member of Congress in Acirema. Each person will be a Representative or Senator. She or he will be assigned to either the House Appropriations Committee or the Senate Appropriations Committee. As a committee member each student will deal with the national budget. (Remind students that members of the U.S. Congress have multiple committee assignments.) Assign each student to be a Senator or Representative by cutting up the coupons in Attachment #4. If there are not enough students, only allow each state to have one Senator. One student will act as the President of Acirema.

2. Distribute Handout #1 to the students. Read it aloud. Discuss it with the students.

3. Distribute Handouts #2 and #3 to the students. Explain to the students that last year Acirema had a budget deficit, but since then a Constitutional Amendment has been passed that requires the government to have a balanced budget. Each member of Congress will have to vote based on the persons she or he represents and be accountable for the outcome. The information provided to students in Handout #2 will tell them about Acirema, each state in Acirema, the unique qualities of each state's citizens, and the budget process that will be used in Acirema. Remind students to think about the people they represent and who their neighbors are. They must represent their constituency so they will be reelected. (Note that the President also wants to be reelected, and the President's constituency is all of Acirema.)

4. To simplify the process, each committee should meet separately to arrive at a balanced budget resolution. Students can increase or decrease line items or revenues, as they deem appropriate. The only limitation is that they cannot exceed the previously voted authorization levels for each major category as shown on the worksheet (Handout #3).

5. After each committee has arrived at a balanced budget, the budgets should be compared. If the budgets differ, then half of the members of the House Appropriations Committee and half of the

members of the Senate Appropriations Committee should meet in a Joint Conference Committee to come up with a final budget resolution. The members of the Joint Conference Committee should be selected by the other committee members. The Joint Conference Committee should keep in mind that any compromise budget resolution has to be approved by a majority of both the House and the Senate and then signed by the President. The Joint Conference Committee can ask the President for his/ her views during their deliberation.

6. The final budget resolution must be voted on and passed by both the House and the Senate and sent to the President.

7. The President can sign the final bill or veto it. If the President vetoes the final bill, then the bill should be presented to both Houses to give them the opportunity to override the veto by a vote of two thirds of both the Senate and the House.

V. GENERAL DISCUSSION

1. Allow the President to use the line item veto to veto only individual lines of the worksheet as opposed to the whole budget.

2. Make each Senator A a member of the Global Party and each Senator B a member of the Historic Party. Randomly assign each Representative to either the Global Party or the Historic Party.

3. Have students look at the role they were assigned. Did they represent their constituency? Does each student think she or he would be reelected? What do the other members of the class think? Were there students who represented their constituents particularly well? Others who would not be reelected based on their voting record? What obligations do the legislators have to their constituents? What obligation does the President have to his or her constituents?

4. Discuss the following statements:
    - One's party affiliation cannot be determined by his/her position on one issue, in fact party affiliation is often an unfair categorization.
    - If someone is liberal on one issue, she or he may be conservative on another.

VI. ADDITIONAL ACTIVITIES

1. Have students draw a map of Acirema based on the facts they know of the country.

2. Have students look at budget issues in the United States. Where should the cuts be made? Have students write their Senators and Representatives at the address below about federal issues important to them and their community.

The Honorable [Senator's Name]
United States Senate
Washington, D.C. 20510

The Honorable [Representative's Name]
U.S. House of Representatives
Washington, D.C. 20515

Dear Senator [Senator's Name] Dear Representative [Representative's Name]

3. Invite speakers from opposing sides of an issue into class. After hearing their positions, allow students to question the speakers to find any common ground or possibility of compromise.

4. Have students take a position on the costs/ benefits of a line item veto and write a paper on their position. Discuss the positions as a class. Have each student write his/ her members of Congress about the issue.

VII. RELEVANT LAW See Handout #1.

VIII. KEY CONCEPTS & VOCABULARY See Handout #1.

Handout #1 - The Budget Process in the United States Congress

Step 1: The President submits a budget to Congress each year. This budget is not binding; it is just a recommendation to Congress showing how the President would like to see revenues raised and expenditures made in a particular year.

Step 2: Each standing committee of Congress submits its budget estimates to the House and Senate Budget Committees within six weeks after the President's budget is transmitted.

Step 3: The House Budget Committee prepares a concurrent budget resolution. This budget resolution is voted on by the House, and when passed, is sent to the Senate for action. The Senate Budget Committee reviews the House Budget Resolution and then develops its own version of the budget resolution which is voted on by the full Senate. Any differences between the House and Senate budget resolutions are resolved in a conference committee with representatives from both the Senate and the House. The Conference Committee Budget Resolution is then voted on, and passed, by both the Senate and the House.

The budget resolution sets targets for total receipts and for budget authority (the amount an agency or department has the legal authority to spend for various purposes and programs) and outlays (money spent). Budget resolutions are not laws and do not require the President's approval. However, Congress considers the Administration's recommendations because the appropriations bills passed by the Congress based on the budget resolution require the President's approval.

Step 4: Based upon the final budget resolution bill which is passed and signed into law, the House and Senate Appropriations Committees make allocations to their 13 subcommittees (i.e., tells each subcommittee how much money it may appropriate within its budget area). Each of the subcommittees then appropriates funds to specific programs within its budget area and reports back to the full Appropriations Committee. Thirteen separate bills are submitted for approval. (Note: In addition to the subcommittees shown in Handout #4, the United States Congress has a subcommittee on appropriations for the District of Columbia.) Once approved by the full committee, the measures go before the full House and Senate for approval.

Step 5: As in Step 3, the House votes on its Appropriations Resolution first and sends its bill to the Senate for action. After each chamber passes a bill, differences are resolved by a Conference Committee with representatives from both chambers, the conference resolution is voted on by both chambers.

Step 6: Each final bill is sent to the President for his or her signature or veto. The President may sign or veto the bill. (There is some discussion whether the President should be allowed to use a line item veto letting him/her approve some budget categories/line items in the bill while completely disallowing others.) If the bill is vetoed, it is sent back to the House. The House can then adjust the bill and go through Step 2, again, or it can vote to override the veto by a vote of two thirds of its members. If the House votes to override the veto, then it sends the bill onto the Senate for its vote to override the veto (two thirds of the House and Senate is required for a veto override).

NOTE: Independent of the budget process, prior to making appropriations, Congress enacts legislation that authorizes a federal agency to carry out a particular program and, in some cases, includes limits on the amount that can be appropriated for the program. These measures are called authorizing legislation and are initiated by authorizing committees. However, Congress may enact appropriations for a program even though there is no specific authorization for it.

RELEVANT LAW

A. The Constitution of the United States of America, Article I, Section 7, *Procedure in Passing Bills, President's Veto Power*:

1. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

2. Every Bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a Law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his Objections, to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

3. Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

B. The Constitution of the United States of America, Article I, Section 8, *Powers Delegated to Congress*:

The Congress shall have Power

1. To lay and collect Taxes, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

...

18. To make all Laws which shall be necessary and proper for carrying into Execution the foregoing powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

C. The Constitution of the United States of America, Article I, Section 9, *Powers Denied to Congress*:

...

7. No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all Public Money shall be published from time to time.

...

KEY CONCEPTS & VOCABULARY

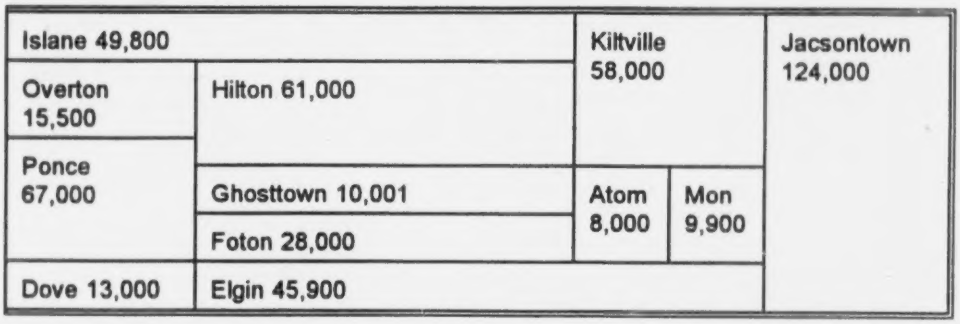
The following terms apply to the budget process in the United States.

appropriation	the amount of money that a Senate or House Appropriations Committee votes to spend on a particular budget category. This should not exceed the amount authorized.
appropriations committee	the Senate or House of Representatives (House) committee which establishes a plan for spending that does not exceed the amount of money available to be spent (i.e., authorized) in each category.
authorization committee	the Senate or House committee which establishes the maximum amount of money that can be spent (i.e., appropriated) in each category.
balanced budget	a plan for spending that does not exceed the amount of revenue available to be spent.
budget authorization	the maximum amount of money that a Senate or House authorization committee will allow the Appropriations Committee to spend.
line item veto	the President's ability to void or delete one or more line items of a budget while agreeing to and signing the remainder of the budget. The President cannot use this to increase any line item.
veto	the President's ability to void any measure passed by the Congress, including the budget, in its entirety and send it back to the Congress for further deliberation.
veto override	the ability of the Congress to vote on a President's line item or whole budget veto and to make that budget or line item the law of the land over the President's objection. In the United States both the Senate and the House must vote by two thirds (2/3) to override a President's veto.

Handout #2 - Acirema

Acirema is a small country in the southern hemisphere bordered by the ocean on the north and east. It has a democratic government similar to the United States. Its President is elected for a four year term. President Egnalos is a member of the Global Party, known for its pro-social justice platform. The opposing party is called the Historic Party. Its platform is that the states should have more power; the government should be less centralized.

The Congress in Acirema is set up similar to the one in the United States. Each state has two senators in the Senate. There is one representative per 10,000 in the House of Representatives with each State having at least one representative (the population and number of representatives for each state is shown below). Below is a diagram of Acirema with the population of each state indicated.


Islane 49,800
Overton 15,500
Hilton 61,000
Ponce 67,000
Ghosttown 10,001
Foton 28,000
Dove 13,000
Elgin 45,900
Kiltville 58,000
Atom 8,000
Mon 9,900
Jacsontown 124,000

State	Population	Senators	Representatives
Atom	8.000	2	1
Dove	13,000	2	1
Elgin	45,900	2	4
Foton	28,000	2	2
Ghosttown	10,001	2	1
Hilton	61,000	2	6
Islane	49,800	2	4
Jacsontown	124,000	2	12
Kiltville	58,000	2	5
Mon	9,900	2	1
Ponce	67,000	2	6
Overton	15,500	2	1
Total	490,101	24	44

- **Atom** has several military bases and military equipment production facilities. Most of the residents work on the military bases. Many military aircraft fly in and out of this area.

- **Dove** is growing because of its neighbors. It has a road that connects Ponce with the ski resort in Elgin.

- **Elgin**, is known for its ski resort and hunting in its western mountains. It has a high immigrant population.

- **Foton** is the home to a large university with many scientists. It is the hub of scientific industry and research. A small municipal airport is located in the central part of the state.

- **Ghosttown** is a rural community devoid of industry. Low taxes and vast landscape attracts some to a quiet lifestyle. The people of Ghosttown do not want the government to interfere with their lifestyle.

- **Hilton** is an agricultural community because of its lush, rolling hills. Milk and grain are produced there. There are numerous migrant farmers in this state. A large metropolitan airport is in the northwest corner of the state that serves all the states of this region of Acirema.

- **Islane** is the resort part of Acirema as it has coastal beaches on the northern side.

- **Jacsontown** is the most populated part of the country. Consequently, there are problems here faced by all large urban communities. There is a large airport in the southwest part of the state. There is a naval port and shipyard.

- **Kiltville** is the most ethnically diverse state. The entertainment and fashion industry hubs are here. The largest port in the country is here as well. There is some coastal drilling here that is upsetting to the beach front property owners in Kiltville, Islane and Jacsontown.

- **Mon** is a small state full of eccentric artists on eternal retreats. The lifestyle is laid back. There is a new public transit service that connects Jacsontown and Mon.

- **Ponce** is a growing urban area just beginning to encounter urban problems. Its roads have not developed as fast as needed.

- **Overton** is a former coal mining state. Mostly rural, there is one metropolitan city. It is a hub of small businesses. Families lead good lives in Overton.

Last year Acirema spent $3.5 billion and had revenues of $3.3 billion, leaving Acirema with a deficit of $200 million. Its sources of revenue were (1) income taxes of $2.9 billion, (2) import tariffs of $100 million, and (3) user fees and license fees of $300 million. Income taxes are calculated by taxing each individual's income at a rate of 25%; the average income for Acirema is $23,668. Import tariffs are calculated at a rate of 10% of the value of imports; imports were valued at $1 billion. User fees and license fees include fees for using national parks, waterways, and airports, and licenses for businesses to operate on all national lands.

The Assignment:

Since last year, a constitutional amendment was passed that requires the Congress to pass and the President to sign into law a balanced budget (revenues equal to expenditures). Further, there has been a 5% inflation since last year, which means that in order to keep the same level of services this year as last year, each budget expenditure category should be increased by approximately 5% (for a total expenditure increase of approximately $175,000,000).

You are each members of either the House Appropriations Committee or the Senate Appropriations Committee, or you are the President. (Use Attachment #4 to randomly assign students as Senators or Representatives of each state.) You must represent your constituency on your committee.

1. Each committee should meet separately to arrive at a balanced budget resolution. You may decrease or increase line items or revenues, as you deem appropriate. The only limitation is that you cannot exceed the previously voted authorization levels for each major category as shown on the Worksheet (Handout #3).

2. After each committee has arrived at a balanced budget, the budgets should be compared.

   If the budgets differ, then half of the members of the House Appropriations Committee and half of the members of the Senate Appropriations Committee should meet in a Joint Conference Committee to come up with a final budget resolution. The members of the Joint Conference Committee should be selected by the other committee members. The Joint Conference Committee should keep in mind that any compromise budget resolution has to be approved by a majority of both the House and the Senate and then signed by the President. The Joint Conference Committee can ask the President for his or her views during their deliberation.

3. The final budget resolution must be voted on and passed by both the House and the Senate and sent to the President.

4. The President can sign the final bill or veto it.

   If the President vetoes the final bill, then the bill should be presented to both Houses to give them the opportunity to override the veto by a vote of two thirds of both the Senate and the House.

Alternative Exercises:

1. Allow the President to use the line item veto to veto only individual lines of the worksheet as opposed to the whole budget.

2. Make each Senator A a member of the Global Party and each Senator B a member of the Historic Party. Randomly assign each Representative to either the Global Party or the Historic Party. Does party affiliation impact one's vote?

Handout #3 - Acirema Budget Worksheet

SUBCOMMITTEE/ PROGRAM	AWARDED LAST YEAR	AUTHORIZED	APPROPS. COMMITTEE	CONFERENCE COMMITTEE
A. EXPENDITURES				
1. AGRICULTURE, RURAL DEVELOPMENT AND RELATED AGENCIES	85,000,000	100,000,000		
1.A. Export promotion	5,000,000			
1.B. Price supports	75,000,000			
1.C. Other	5,000,000			
1.D.				
2. COMMERCE, JUSTICE, STATE AND JUDICIARY	346,000,000	360,000,000		
2.A. Technology development	190,000,000			
2.B. Law Enforcement (FBI, Courts, Prisons, Marshals, Acirema Attorney General Office)	85,000,000			
2.C. Embassies and consular officials (including United Nations)	27,000,000			
2.D. Minority and Women's Business Development Agency	22,000,000			
2.E. Other	22,000,000			
2.F.				
3. DEFENSE	990,000,000	1,200,000,000		
3.A. Manpower	403,000,000			
3.B. Equipment	328,000,000			
3.C. Other	269,000,000			
3.D.				
4. ENERGY AND WATER DEVELOPMENT	161,000,000	190,000,000		
4.A. Corps of Engineers (building harbors, dams, and maintaining waterways)	118,000,000			
4.B. Research Alternative Energy	27,000,000			
4.C. Other	16,000,000			

4.D.				
5. FOREIGN OPERATIONS	103,000,000	150,000,000		
5.A. Food Assistance	38,000,000			
5.B. Military Assistance	38,000,000			
5.C. Other	27,000,000			
5.D.				
6. INTERIOR AND RELATED AGENCIES	98,000,000	120,000,000		
6.A. National Parks and Refuges	38,000,000			
6.B Arts	11,000,000			
6.C. Forests	38,000,000			
6.D. Other	11,000,000			
6.E.				
7. LABOR, HEALTH AND HUMAN SERVICES AND EDUCATION	968,000,000	1,000,000,000		
7.A. Occupational Safety and Health Administration	602,000,000			
7.B. Post-Secondary Education	60,000,000			
7.C. Assistance for unemployed	215,000,000			
7.D. Other	91,000,000			
7.E.				
8. LEGISLATIVE BRANCH	16,000,000	18,000,000		
8.A. Salaries	11,000,000			
8.B. Operations	5,000,000			
8.C.				
9. MILITARY CONSTRUCTION	59,000,000	80,000,000		
9.A. Housing	27,000,000			
9.B. Other facilities	32,000,000			
9.C.				
10. TRANSPORTATION	205,000,000	260,000,000		
10.A. Highways	124,000,000			
10.B. Aviation	54,000,000			

10.C. Railroads	13,000,000			
10.D. Other	14,000,000			
10.E.				
11. TREASURY, POSTAL SERVICE AND GENERAL GOVERNMENT	64,000,000	70,000,000		
11.A. Customs	16,000,000			
11.B. Postal Service	16,000,000			
11.C. Bureau of Alcohol, Tobacco and Firearms (law enforcement)	16,000,000			
11.D. Other	16,000,000			
11.E.				
12. VETERANS' AFFAIRS, HOUSING AND URBAN DEVELOPMENT AND INDEPENDENT AGENCIES	405,000,000	430,000,000		
12.A. Public Housing	129,000,000			
12.B. Environmental Protection Agency	38,000,000			
12.C. Space Research	22,000,000			
12.D. Veterans' Assistance	204,000,000			
12.E. Other	12,000,000			
12.F.				
13. TOTAL EXPENDITURES	$3,500,000,000	$3,978,000,000		
B. SOURCES OF REVENUE				
1. INCOME TAX	$2,900,000,000	N/A		
2. IMPORT TARIFFS	$ 100,000,000	N/A		
3. USER FEES & LICENSE FEES	$ 300,000,000	N/A		
4.				
5. TOTAL REVENUE	$3,300,000,000	N/A		
C. TOTAL REVENUE LESS TOTAL EXPENDITURES (B.5.-A.13.)				
1. Surplus/(Deficit)	($200,000,000)	N/A		

The overall budget for the subcommittee is shown on the first line of each budget category. Some major programs, line items, of each budget category are shown underneath each budget category.

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HANDOUT #4	SENATOR B HILTON	SENATOR B PONCE	REP. 3 HILTON	REP. 5 JACSONTOWN	REP. 5 KILTVILLE
SENATOR A ATOM	SENATOR A ISLANE	REP. 1 ATOM	REP. 4 HILTON	REP. 6 JACSONTOWN	REP. 1 MON
SENATOR B ATOM	SENATOR B ISLANE	REP. 1 DOVE	REP. 5 HILTON	REP. 7 JACSONTOWN	REP. 1 PONCE
SENATOR A DOVE	SENATOR A JACSONTOWN	REP. 1 ELGIN	REP. 6 HILTON	REP. 8 JACSONTOWN	REP. 2 PONCE
SENATOR B DOVE	SENATOR B JACSONTOWN	REP. 2 ELGIN	REP. 1 ISLANE	REP. 9 JACSONTOWN	REP. 3 PONCE
SENATOR A ELGIN	SENATOR A KILTVILLE	REP. 3 ELGIN	REP. 2 ISLANE	REP. 10 JACSONTOWN	REP. 4 PONCE
SENATOR B ELGIN	SENATOR B KILTVILLE	REP. 4 ELGIN	REP. 3 ISLANE	REP. 11 JACSONTOWN	REP. 5 PONCE
SENATOR A FOTON	SENATOR A MON	REP. 1 FOTON	REP. 4 ISLANE	REP. 12 JACSONTOWN	REP. 6 PONCE
SENATOR B FOTON	SENATOR B MON	REP. 2 FOTON	REP. 1 JACSONTOWN	REP. 1 KILTVILLE	REP. 1 OVERTON
SENATOR A GHOSTTOWN	SENATOR A PONCE	REP. 1 GHOSTTOWN	REP. 2 JACSONTOWN	REP. 2 KILTVILLE	PRESIDENT EGNALOS
SENATOR B GHOSTTOWN	SENATOR B PONCE	REP. 1 HILTON	REP. 3 JACSONTOWN	REP. 3 KILTVILLE	
SENATOR A HILTON	SENATOR A OVERTON	REP. 2 HILTON	REP. 4 JACSONTOWN	REP. 4 KILTVILLE	

SUGGESTED STRATEGIES FOR ELEMENTARY CLASSES

I. LESSON DESCRIPTION

This lesson is designed to help students learn how to budget money. Opportunities to establish personal budgets are provided. Students will engage in a discussion of how Congress deals with the nation's budget. Working in cooperative learning groups, students will examine a fictional budget and attempt to balance it.

II. OBJECTIVES

1. Students will learn how to budget money.
2. Students will describe how Congress deals with the nation's budget.
3. Students will work in cooperative groups to examine a fictional budget and attempt to balance it.

III> STEPS

1. Present the word budget and engage students in a discussion of its meaning.
2. Read Judith Viorst's Alexander, Who Use to Be Rich Last Sunday, to the class (Macmillan, 1978). Engage students in a discussion of how Alexander used up all of his money in just a few days. (Other books may be substituted.)
3. Provide students with copies of the same grocery store sales circular from your local grocery store. Instruct them to pretend that they have been given $30.00 to shop for groceries for a family of four for one week. Have them develop a grocery list. The list must be based on items listed on the flier and include meat, vegetables, cereal, milk, and bread. Snacks may also be included.
4. Upon completion of this task, let students share their lists and decide which ones got the greatest value for their money while staying within their budget. (Was the budget balanced?)
5. Point out to students that just as they had to budget their money wisely, our nation must do the same thing. Further explain that Congress has committees which deal with the nation's budget.
6. Distribute copies of Handout #1. Guide students in a discussion of its contents. Ask questions to check for understanding.
7. Divide the class into cooperative learning groups of four (4). Provide each group with a copy of a fictional family budget or fictional city budget. (See Elementary Handout #1; choose one budget) Discuss each budget heading. Inform each group that the total amount for the budget is $100.00.
8. Instruct students to award each program the amount of money they feel would be necessary in order for the program to be run effectively. Remind them that the amount of money requested for some programs may have to be cut in order for the budget to be balanced.
9. Allow time for group presentations. Have the class vote for the best budget. Poll the class to see how many students are satisfied/dissatisfied with the winning budget. Have students explain their reasons.

IV. ADDITIONAL ACTIVITY

Have students bring in newspaper articles about budget issued in the United States. Guide them in a discussion of where they think cuts can be made.

Elementary Handout #1 - Sample Budgets

SAMPLE FAMILY BUDGET

Program	Spent Last Month	$ Sought This Month	Amount Awarded
1. School Lunch	$ 7.00	$ 20.00	
2. Education / After School Care	$ 10.00	$ 50.00	
3. After School Recreation	$ 10.00	$ 30.00	
4. Family Safety (smoke detectors, locks, burglar alarm)	$ 5.00	$ 20.00	
5. Transportation	$ 5.00	$ 20.00	
6. Food	$ 15.00	$ 40.00	
7. Shelter	$ 33.00	$100.00	
8. Clothing	$ 15.00	$ 50.00	
TOTAL	$100.00		$100.00

SAMPLE CITY BUDGET

Program	Awarded Last Yr.	$ Sought This Yr.	Amount Awarded
1. School Lunch	$15.00	$50.00	
2. After School Care	$10.00	$50.00	
3. After School Recreation	$10.00	$60.00	
4. Crime Prevention	$20.00	$50.00	
5. Highway Safety	$5.00	$20.00	
6. Fire Protection & Public Safety	$20.00	$40.00	
7. Special Education	$4.00	$10.00	
8. Homeless Shelters	$6.00	$20.00	
9. Job Training	$10.00	$40.00	
TOTAL	$100.00	$340.00	$100.00

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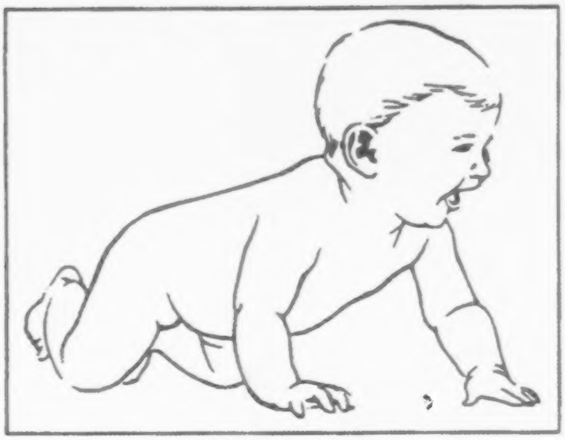
SUCH CHARACTER!



LESSON PLAN OF THE MONTH

SERIES 3 / NO. 7

What is good character? How is it distinguished from bad character? Opportunities to learn from the character example set by others abound in the news, in fiction, on TV and in film. This lesson helps students identify character assets and defects and teaches good behavior that can be emulated and by negative example with negative consequences, bad behavior to be avoided.

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Such Character!

I. LESSON DESCRIPTION

Students will identify and discuss positive character traits and negative character traits. Students will read plays, stories, poems, other writings, and news as well as view films or TV programs that raise issues of character. They will define positive character traits and negative character traits and identify these traits in fictional and real people.

II. OBJECTIVES

1. Students will understand the meaning of various positive and negative character traits.

2. Students will extrapolate lessons of character from various works of literature, history, newspapers, TV, magazines etc.

3. Students will identify a character asset they wish to strengthen and work on it.

III. KEY CONCEPTS AND VOCABULARY

acceptance
character
compassion
courage
dishonesty
faith
greed
hate
honesty
industrious
intolerance
jealousy
laziness
mendacity
perseverance
responsibility
self discipline
selfishness
self righteousness
service
suspiciousness
tolerance
trust
vengeance

IV. STEPS

1. Write the words *positive character traits* on the black board or flip chart. Ask students to define the terms. Working definition: those personal characteristics that make up good character or personality traits that are ideal in people.

2. Ask students to identify what they would consider to be character assets. List responses on the board.

3. Write the words negative *character traits* on the blackboard or flip chart. Ask students to define the term. Working definition: those personal characteristics that are not desirable or are less desirable.

4. Ask students to identify what they consider to be negative character traits. List responses on the board.

5. Select a character asset and write it in the center of the blackboard. Ask the class to identify examples of behavior that would demonstrate this asset. List the examples in a webbing fashion around the character asset. Repeat this process with other traits.

7. Arrange half the seats in your class in a circle. Arrange the remaining seats in an outer circle around the first circle. Inform students that they will participate in a directed discussion about the character traits brought out by a real or fictional person whichever

you have chosen. See Handouts #1, #2 and #3 for sample directed discussion guides concerning *Little Women,* Othello and the Aldrich Ames case.

The teacher will lead the discussion by asking a series of questions that insure that the discussion accomplishes a lively dialogue about the positive and negative traits of the people being discussed. Make sure students understand they are not delivering stuff they have memorized, but are aiming to understand ideas and issues.

Inform students of the following rules (list these on the board):

- You must be seated in the inner circle to speak
- You may gain access to the inner circle by tagging the person in front of you on the inner circle and trading places.
- You may look at the text whenever you wish.
- It is ok to pass when called upon
- If confused, ask for clarification
- Do not raise your hand, just take turns.
- Listen carefully
- Stick to the point. Make notes about what you want to come back to in the discussion.
- Talk to each other, not just to the teacher.
- You are responsible for the seminar's success.
- Stick to discussion ideas rather than each other's opinions.

The above rules are adapted from materials prepared by Dennis Gray, San Diego Socratic Seminars, Muirlands M.S. , 1056 Nautilus. St. , LaJolla, CA 92037.

8. Read from the news story or work of fiction upon which you will base the directed discussion. Begin the discussion then keep it going with questions that insure a lively and informative conversation within the confines of the above rules.

9. Distribute the chart titled Handout #4 to students. Ask them to complete the chart on all the characters you discuss.

V. GENERAL DISCUSSION

1. Is it possible to legislate morality?
2. How is Prohibition an example of a failed attempt to legislate morality?
3. Is the media more likely to feature someone's defects or assets of character? Discuss.
4. Do we as the public seem more interested in people's defects or assets of character?
5. Are the character flaws of current and historical leaders overemphasized these days?
6. Were the character flaws of leaders in the past overlooked by the media and the public?

VI. ADDITIONAL ACTIVITIES

1. Utilize steps 1-8 on any of a number of plays, books, events, movies etc.
2. Apply this process to news stories about major scandals and minor daily flaps reported in the media. e.g. Watergate, Whitewater, S&L Junk Bonds, Tea Pot Dome, Tanya Harding.
3. Bring in newspaper and magazine articles with stories about people. Be sure and identify stories which bring out character assets of people.
4. Assign students to select a person they admire. Have them read a biography of that person and report on the character assets of the person they would like to emulate.

5. Help students identify individuals who have undergone a change in their character either becoming a person with more character assets or a person with more character defects. Discuss how personal transformation occurs in these individuals. What brought it about? If it was a transformation for the worse, how could one avoid a similar pitfall? If it was a transformation for the better how could others do the same? Discuss.
6. Have students select a character asset they would like to develop and write an essay on why they want to develop the asset and a plan to accomplish this goal.

VII. RELEVANT LAW

Ask students to identify as many crimes as they can which occur in Othello or whichever subject is chosen for the directed discussion. These might include assault and battery, homicide, conspiracy to commit a felony, public drunkenness, etc.

Handout #1 - *Little Women*

In Louisa May Alcott's *Little Women*, a mother and her daughters endure the hardship of war and the poverty it causes while their father is off fighting the Civil War. This classic book and film is now out in a new film staring Winona Ryder as Jo, a heroic, idealistic adolescent who struggles to keep her identity, positive attitude and goals in a less than perfect world. She proves that courage and determination can overcome mighty obstacles and produce a happy ending. Surviving the death one of her sister's and possessing career aspirations that are bold for a woman (she tries to get articles published, but is unsuccessful until she uses Joseph instead of Josephine as her pen name) Jo remains determined and motivated. Ultimately she and her two remaining sisters succeed and settle with their families in the neighborhood of their youth.

Have students read this book or see one of the movie versions to answer the following questions:

Discuss the character attributes exhibited by the March family when they gave their holiday meal to their less fortunate neighbors.

What dilemma did Jo face before deciding to have her hair cut short? What character assets or defects did her decision reflect?

Discuss the motivation as to why Jo used the name Joseph instead of Josephine in her writing?

Discus why the March sisters let their neighbor, Laury into their drama group?

Describe Jo and Laury's character traits when they rescued Amy from the cracked ice?

What traits did Beth exemplify when she visited the homeless family and helped them care for their ill baby?

What values did Mrs. March instill in her daughters?

What could we all learn from the March family?

Handout # 2 - Case Study of Aldrich Ames

Have students bring in newspaper and magazine articles about the convicted CIA spy Aldrich Ames. In 1994 Ames admitted to selling intelligence to the former Soviet Union for over $2..5 million dollars, providing information on the United States-Soviet spy network and United States Intelligence. He was convicted of espionage. Ames' information reportedly resulted in the death of several undercover US-Soviet agents and severely jeopardized US security and the undercover work of the CIA.

Have students discus the character defects exhibited by Ames and his wife. Consider raising the following questions in the discussion:

- How long was the time between when the FBI first suspected Ames was selling intelligence until Ames and his wife ultimately were arrested?

- Why didn't Ames receive the death penalty?

- What were the Ames' convicted of in April, 1994?

- With what figures in history would you compare Ames?

- What were Ames' motivations?

- Why was Ames an easy target to recruit?

- How many people reportedly died as a result of Ames' information?

- What role did his wife play?

- What type of punishment did she receive?

- What effect do you think this had on their young son?

- How would you describe Ames' character?

- How would you describe the character of Ames' wife?

- Discuss these quotes from Ames:

    1. "I do regret and fell shame for this betrayal of trust, done for the basist of motives."

    2. "CIA espionage is a self-serving sham carried out by career bureaucrats who sponsor huge and ultimately useless campaigns against friends and foes."

    3. "I bitterly regret the catastrophe which my betrayal has brought upon my wife and son."

HANDOUT #3 - Directed Discussion of Shakespeare's Othello

Assign your class to read Othello by Shakespeare, read it to them, or have them watch the film. You may wish to confine your discussion to the scene from Othello contained in Handout #1. In Othello, the character Othello loses trust and becomes jealous of his wife, while his Lieutenant, Cassio is intemperate and prone to violence while intoxicated. Iago is jealous of Othello for marrying Desdemona and has a very vengeful nature. Iago exploits the weaknesses (character defects) of Othello and Cassio in a grand scheme to ruin both Othello and Cassio. To do this Iago must overcome the character assets of Othello which include a measure of trust and loyalty and of Cassio which include loyalty and honesty.

You may substitute a different play, poem, work of fiction, movie or appropriate piece. Shakespeare's tragedies are particularly recommended because of the way villains exploit the character defects of the tragic hero

- What assumptions do you think Shakespeare expects the reader to make about Othello's character at the outset of this story? One possible answer is that Othello is not naturally jealous and that he possesses extreme leadership qualities including courage, loyalty and humility.

- What do you think are the purposes of Iago's actions?

- How difficult is for Iago to accomplish what he sets out to do?

- Is it self contradictory to state that Othello is not jealous in the beginning of the play and then to have him murder his wife in a jealous rage at the end?

- Remember the list of character assets and defects. Which of these was manifested in the play and how?

- Would the meaning of this work change if Othello had been shown to have a violent and explosive temper prior to Iago hatching his plot?

- What does the term villain mean?

- What mistakes did Desdemona, Othello, Emilia and Cassio make? Were these realistic errors for the average human? How would the story have progressed without their errors? Would it have been as good?

- In recent times what well known people would you compare to Iago, Othello, Emilia, Desdemona, Cassio, others?

- How did the play make you impatient?

- Discuss how each of the character assets listed by you and students under steps 1-4 could have changed the actions of the major characters and thus the outcome of the tragedy.

Handout #4 - Character Analysis Chart

Name	**Action**	**Advice Sought**	**Motivation**	**Character Asset/Defect**	**Results**	**Lesson Learned**	**Behavior Change**
Othello	*Fired Cassio murdered wife & killed self*	*From Iago*	*Pride & revenge*	*Jealousy & vengefulness*	*Murder & suicide*		

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Key Concepts and Vocabulary

acceptance	the act of taking or receiving something offered; favorable reception, approval, favor
character	the aggregate of features and traits that form the apparent individual nature of some person or thing; moral or ethical quality; qualities of honesty, courage or the like; integrity; reputation
compassion	a feeling of deep sympathy or sorrow for another who is stricken by suffering or misfortune, accompanied by a strong desire alleviate the pain or remove its cause
courage	the quality of mind or spirit that enables one to face difficulty, danger, pain, etc., with firmness and without fear; bravery
dishonesty	a disposition to lie, cheat or steal
faith	confidence or trust in a person or thing
greed	excessive, inordinate, or rapacious desire, esp. for wealth
hate	to dislike intensely or passionately; detest; feel extreme aversion for or extreme hostility toward
honesty	the quality or fact of being honest; uprightness, probity or integrity; truthfulness, sincerity or frankness; freedom from fraud or deceit
industrious	hard working; working energetically and devotedly; diligent
intolerance	lack of toleration; indisposition to tolerate contrary opinions or beliefs, persons of different backgrounds or races, etc.
jealousy	jealous resentment against a rival, a person enjoying success or advantage, or against another's success or advantage itself; mental uneasiness from suspicion or fear of rivalry, unfaithfulness, etc., as in love, or aims
laziness	the characteristic of having an aversion to work or effort; indolent
mendacity	the quality of being mendacious; untruthfulness; tendency to lie
perseverance	steady persistence in a course of action, a purpose, a state etc; doggedness, steadfastness
responsibility	the state or fact of being responsible, accountable, answerable; reliability, dependability
self discipline	discipline and training of one's self, usually for improvement
selfishness	devoted to or caring only for one's self; concerned primarily with one's own interests, benefits, welfare, etc., regardless of others
self righteous	confident of one's own righteousness, esp. when smugly moralistic and intolerant

	of the opinions and behavior of others
service	an act of helpful activity; help; aid
suspicious	tending to cause or incite suspicion; questionable; inclined to suspect evil; distrustful
tolerance	a fair and objective attitude toward people of different opinions, practices, and attitudes from one's own
trust	reliance on integrity, strength, ability, surety, etc. of a person or thing; confidence
vengeance	infliction of trouble, a pain, injury, humiliation or annoyance, on a person or persons who have been a source of injury or annoyance to one

SUGGESTED STRATEGIES FOR ELEMENTARY CLASSES

I. LESSON DESCRIPTION

This lesson is designed to help students identify and describe various character traits. Opportunities to discuss desirable and undesirable character traits will also be provided. Students will work in cooperative groups to analyze various character traits depicted in a story.

II. OBJECTIVES

1. Students will learn to define and discuss various character traits.
2. Students will distinguish between desirable and undesirable character traits.
3. Students will identify and analyze various character traits depicted in a story.

III. STEPS

1. Read the story "The Birthday Party" to the students.

The Birthday Party

Tawanna was very excited. Her Birthday was coming soon. Her parents told her that she could have a birthday party. She made plans for the party and invited all of her friends. Finally, the day of the party arrived. When her friends came, she greeted each one with a broad grin. She was especially happy to see her best friend, Mya. Her friends were told to put the gifts they had brought on a table located in the family room. They all sat down. A clown began to entertain them. He did magic tricks. He made a rabbit come out of a hat and coins come out of their ears. Everyone had a good time. The cake and ice cream were delicious and Tawanna received the largest piece! When it was time to open the presents, Tawanna could hardly wait. She had told her best friend Mya that she wanted a special game. Mya promised that her gift would be that game.

Tawanna began to open her gifts. David bought her a necklace. Mary brought her finger paints. She thanked each of them after opening their gifts. When Tawanna opened Mya's gift, to her surprise, it was not the special game. Instead, it was a book. Mya whispered to Tawanna that she was unable to give her the game but hoped that she would enjoy the book. Tawanna smiled and thanked her. But inside Tawanna was angry. She thought, I'll **never** forgive her for this! She will no longer be my friend.

Guide students in a discussion about what kind of person they think Tawanna is. Record responses on the chalkboard. (Examples: selfish, vengeful, dishonest, etc.). Explain to students that these words can be used to describe Tawanna's character.

2. Present to students the following definition of the word character:
Character - traits that form the individual nature of a person. (Example: honesty, hateful, courageous, etc.)

3. Inform students that there are desirable and undesirable character traits. Divide the chalkboard into 2 columns. Title one column "Desirable Character Traits." Title the other column "Undesirable Character Traits."
Write the following words on 5x8 cards:

caring	compassion	courage	dishonesty
faith	greed	hate	honesty

industrious intolerance jealously kindness
laziness loving responsibility self discipline
selfishness self righteous suspicious tolerance
vengeance

(See Key Concepts and Vocabulary for definitions.)

After a discussion of the meaning of each word, have students tape the words under the correct headings.

IV. ADDITIONAL ACTIVITY

Provide students with copies of shortened version of the fairy tale "Cinderella: and copies of the Cinderella Character Traits Handout. Divide the students into groups of 3-5 students. Instruct the groups to read the story and complete the Handout. Allow time for groups presentations. Lead students in a discussion of their findings. Encourage them to compare and contrast their final results. For a homework assignment, have students bring in newspaper/magazine articles of people who are exhibiting desirable and/or undesirable character traits. Instruct them to list the traits and describe the actions that led to their decisions.

- -

Cinderella Character Traits*

Character	Action	Trait Desirable/ Undesirable	Results
1. Cinderella			
2. Stepmother			
3. Stepsisters			
4. Fairy Godmother			
5. Prince			

* Another story may be substituted.

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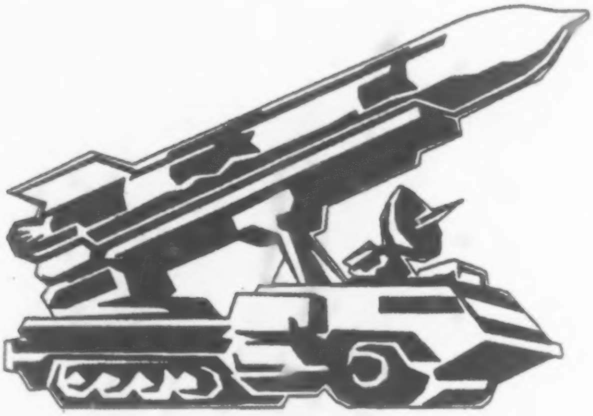
Controlling Nuclear Weapons



LESSON PLAN OF THE MONTH

SERIES 3 / NO. 8

With the demise of the Cold War, the threat of global nuclear annihilation has significantly been reduced. Yet controlling the proliferation of nuclear weapons and technology has become a controversial and potentially dangerous issue as would-be nuclear weapon states challenge the nuclear weapon states' nuclear non-proliferation policy. This lesson examines the debate over the Nuclear Non-Proliferation Treaty (NPT).

We are grateful for the assistance and expertise provided to us by ACCESS, a non-profit, non-advocacy information service on international affairs issues. See attachment following this lesson for a list of ACCESS services and publications.

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Controlling Nuclear Weapons

I. LESSON DESCRIPTION

Students will learn about the Nuclear Nonproliferation Treaty (NPT) through a jigsaw small group activity. They will discuss possibilities for limiting the spread of nuclear weapons in the future. Working in small groups they will determine a proposed policy and course of action.

II. OBJECTIVES

1. Students will understand the NPT 's contents, the position of both "declared nuclear weapons states" and "non-nuclear weapons states" and the options for extension of the NPT.

2. Students will analyse the NPT from the perspective of the developed or developing world, evaluate NPT options for the United States and recommend a course of action.

III. KEY CONCEPTS AND VOCABULARY

Comprehensive Test Ban Treaty (CTB)
fissile materials
no-first-use commitment
nuclear weapons
unconditional and indefinite extension
declared nuclear-weapons states
International Atomic Energy Agency
nonproliferation
safeguard agreements
undeclared nuclear-weapon states

IV. STEPS

Materials needed for lesson: 5 sheets of flip chart paper or poster board, 5 thick markers, masking tape (see step 4).

1. Set the stage for student participation by advising students they will be discussing foreign policy and learning about the issue of nuclear weapons. Inform them that The Treaty on the Non-Proliferation of Nuclear Weapons (NPT) will expire in 1995 and the issue of a treaty extension will be determined at an April meeting. President Clinton is advocating an unconditional, indefinite renewal of the 25 year old pact. To achieve this end, the administration must overcome objections from approximately 90 developing nations who view the NPT as discriminating against them.

2. Divide students into 5 groups by having them count off from one to five. All students sharing the same number will be in the same group. Do not ask students to join their groups until all directions are given out.

3. Explain to students that each group will be assigned a section of Handout #1 to review and explain to the rest of the class. Advise them that they will have 15 minutes to prepare their summary. Have one or two students in each group make the oral presentation and have one person prepare the summary chart with the assistance of the other group members.

4. Distribute Handout #1. Assign each group a section to review. Ask students to join their groups and begin working. Give each group a sheet of flip chart paper or poster board and a thick magic marker for them to list the highlights of the information they want to share with the rest of the class. Have each group read the opening paragraph and their

asssigned section.

5. After 15 minutes allow each group spokesperson to summarize his/her section. Post the summary chart on the wall. Suggest that students may want to take notes or highlight sections of Handout #1. Clarify any ambiguities to ensure student understanding.

6. Assemble new groups comprised of one student from each of the former groups (thus putting an expert from each section in a new group). You may want to hand out cards with letters/numbers on them to avoid confusion (ie: the students in group one from the jigsaw activity get cards with A, B, C, D, etc, the same for all the remaining groups. Then all the A's become a group, all the B';s etc.).

7. Distribute Handout #2. This directional handout contains summaries of the status of the nuclear program in several countries and relevant Articles about the NPT. Assign groups several countries to review depending on time and the number of groups. (Ideal group size is 3-5 students.) Advise students that they are to decide whether their assigned countries have lived up to their part of the NPT, whether the NPT is useful for developing countries and what the outcome of the April NPT renewal meeting should be. Advise them of the time they will have for this discussion.

8. Have groups report out their group's conclusions.

V. GENERAL DISCUSSION

1. Have students read Tom Clancy's book: *Op-Center*. Discuss.

2. The bipolar approach to nuclear weapons of the United States pursued during the Cold War has been slow to respond to the new realities of the 90's.

3. Nuclear terrorism is a remote possibility.

VI. ADDITIONAL ACTIVITIES

1. Review the paragraph discussing the no-first-use commitment in Handout #1 (just preceding item 3). Ask students to decide whether they agree with the statement: The United States should make a no-first-use commitment. Have them right down 3 reasons supporting their positions.

   Post signs around the room in order labeled "Strongly Agree," "Agree," "Don't Know," "Disagree," "Strongly Disagree." Have students take a stand under the sign or in the position that most accurately reflects his/her opinion. Engage the students in a discussion about their positions. Allow students to ask each other questions. Tell students they may move anytime someone persuades them to change their position.

2. Bring in newspaper and magazine articles on the spread of nuclear weapons technology, particularly with regard to the United States, Russia, the United Kingdom, France, China, Iraq, Israel, Iran, Libya, North Korea, India, Pakistan, Belarus, Kazakhstan, and Ukraine.

VII. RELEVANT LAW - *See Handout #2 for Selected Articles of the NPT.*

Handout #1 - The Nuclear Nonproliferation Treaty
Possibilities for the Future

President Bill Clinton identifies the proliferation of nuclear weapons and its technology as a major foreign policy priority facing the United States. The centerpiece of the international regime to control the spread of this material, the *Treaty on the Non-Proliferation of Nuclear Weapons* **(NPT)**, will expire this year and its future will be decided at an April, 1995, review conference. The Clinton administration is advocating an unconditional, indefinite renewal of the 25 year old pact and wants the support of an overwhelming majority of the Treaty's signatories. To achieve this, the administration must overcome the objections of about 90 developing nations who view the Treaty as discriminatory against them.

1. History

The nuclear non-proliferation regime is a collection of treaties, agreements, voluntary guidelines, and international institutions that collectively work toward preventing the spread of nuclear weapons. This regime has evolved since the end of World War II.

After World War II, the international community lacked any controls over nuclear materials or technology. The US and Soviet Union possessed this information and withheld it from their allies. Great Britain, France, and China crossed the nuclear threshold in the 1950s and 1960s, while other nations continued to research and develop nuclear technology.

In 1953, US President Dwight Eisenhower proposed the *atoms for peace* program to help non-nuclear nations develop peaceful nuclear power if they would disavow nuclear weapons. This led, in 1957, to the founding of the *International Atomic Energy Agency* **(IAEA)**, an autonomous agency of the *United Nations* **(UN)**. Non-nuclear weapon parties to the NPT must conclude a "safeguards agreement" with the IAEA, whose main job is to verify that nuclear materials used for energy production and research are not diverted for military purposes.

The NPT was signed by the US, Britain, and the Soviet Union on July 1, 1968. The purposes of the NPT include preventing the spread of nuclear weapons in order to facilitate an atmosphere in which disarmament can occur (nuclear states are to work toward "cessation of nuclear arms") and establishing an environment in which peaceful nuclear technologies can be exchanged.

The NPT, currently encompassing 172 nations, divides states into two categories: "declared nuclear-weapon states" (US, Russia, Great Britain, France, and China) and "non-nuclear weapon states."

2. Views of NPT

The US position of unconditional, indefinite renewal of the Treaty is supported by three of the declared nuclear states (Russia, Britain, and France), all members of the Organization for Security and Cooperation in Europe, Japan, and the ministates of the south Pacific. The People's Republic of China, the remaining nuclear state, has not voiced its position, though US officials believe it will support an indefinite extension. Many experts believe the NPT serves as a useful barrier to nuclear proliferation, pointing to the fact that the number of nations belonging to the Treaty has increased over the years.

A recent survey showed that less than half of the NPT's signatories are in favor of unconditional and indefinite extension. These states view the NPT as discriminatory. Safeguards are imposed on non-nuclear weapon states but not on the nuclear weapon states. Non-weapon states challenge a basic assumption of the NPT that nuclear weapon states are more responsible than other states. Non-nuclear states also argue that nuclear weapon states have not held up their end of the bargain regarding nuclear disarmament as stated in the Treaty. These countries point out the production of fissile materials (plutonium and highly-enriched uranium) and the number of warheads in nuclear states have increased since the NPT was entered into force.

The nuclear weapon states hope that disarmament agreements negotiated between Washington and Moscow since the mid-1980s, including the Intermediate Nuclear Forces Treaty, the two Strategic Arms Reduction Treaties, and other bilateral measures, will convince non-nuclear states of their efforts to abide by their obligations of nuclear disarmament. Some experts feel the nuclear states should make a "no-first-use" commitment (pledge never to be the first to use nuclear weapons) to induce states to extend the NPT. The United States has not made this commitment.

3. 1995 NPT Review and Extension Conference

NPT review conferences occur at five-year intervals and normally last four weeks. The 1995 NPT Conference is of particular importance because the length of the NPT extension will be determined and proposed amendments will be examined. The extension of the NPT will require a majority vote of the parties to the Treaty.

Several amendments are being considered. Some believe the NPT is not restrictive enough, pointing to the case of Iraq. During the 1991 Persian Gulf War, the US discovered that Iraq was progressing toward acquiring nuclear weapons, even though the country was a member of the NPT and followed IAEA inspection guidelines.

Changes in the NPT, either directly (by amendment) or indirectly (by supporting international agreements and practices), are being considered. Proposed modifications include imposing economic sanctions on states in the event of the discovery of a violation; increasing the difficulty for states to abandon the Treaty (currently, parties may withdraw from the Treaty on three month notice); and prohibiting a state from developing, producing, or stockpiling fissionable materials or other components used in creating a nuclear device.

Some experts believe the NPT should contain negative security assurances (a pledge against the use or threat of use of nuclear weapons) for non-nuclear states from nuclear states. Recommended changes in IAEA inspection procedures include authorizing the IAEA to conduct unannounced inspections of declared and undeclared materials and facilities (currently, only declared nuclear materials and facilities can be inspected).

4. Options for NPT Extension

The first option, and least plausible, is a majority of members pronouncing themselves against any extension of the NPT, or no majority is obtained for any option. This would lead to the end of the Treaty. However, this occurrence is not envisioned by experts.

A second option is the indefinite extension. This could legally be obtained by a simple majority, but the existence of a hostile minority could pose a problem. There may exist several states that disagree with an indefinite extension and may decide to withdraw from the Treaty. Some experts, though, argue that an indefinite extension would contribute to the stability of the non-proliferation regime.

A third option involves the renewal of the NPT for additional fixed periods of five or ten years, with further automatic extensions if specific measures to strengthen the international non-proliferation regime are implemented. Some argue this would reassure those anxious to increase the effectiveness of the non-proliferation regime and keep pressure on nuclear states to eliminate their nuclear arsenals.

A 25-year extension of the NPT is the fourth option. Some say that this would be a compromise between those wanting an indefinite extension and those wanting a short extension of five or ten years. Such a compromise, experts believe, is the most likely way to achieve a consensus at the 1995 Extension Conference.

5. Comprehensive Test Ban

Many non-nuclear states view a *Comprehensive Test Ban* **(CTB)** *Treaty* as a condition for preserving the NPT regime. A CTB would ban all nuclear tests around the world. The 1963 Limited Test Ban Treaty prohibits atmospheric nuclear tests but allows underground tests. Proponents argue that a CTB would provide non-nuclear states with greater assurance in order to extend the NPT for a longer period, and would render it more difficult for non-nuclear states to acquire nuclear weapons proficiency. It would also, some believe, constrain the capability of the existing nuclear powers to modernize nuclear weapons or develop new designs of such weapons. CTB opponents argue as long as nuclear weapons are needed for deterrence, they must be tested to maintain their safety, security, and reliability. In January 1995, President Clinton decided to extend indefinitely the US moratorium on nuclear weapons testing until a CTB takes effect.

Handout #2 -

Directions: Below is information about the status of the nuclear programs in some countries around the world. Your group is to determine which option set out in Section 4 of Handout #1 is most appropriate for the countries listed below assigned to your group. Each group will report its findings. Also below are some articles from the NPT for use in your discussion.

The **United States** (first nuclear test in 1945), in drawing down its strategic weapon systems, has generally retained the most modern strategic weapon systems in its inventory and retired the oldest systems. The number of US strategic nuclear weapons declined by approximately 440 in 1993, leaving approximately 8,250 nuclear warheads. Under an order by President Clinton, the US's supply of highly-enriched uranium and plutonium (ingredients for a nuclear bomb) will be reduced by 200 tons.

Russia (formerly the USSR) first tested nuclear weapons in 1949. The development and production of new nuclear weapon systems have stopped and the approximate number of nuclear warheads remaining is 7,200. The retirement of existing nuclear weapons has been slow because of limitations in storage facilities and other logistical reasons. In 1995 Russians and Americans will begin counting each other's nuclear missiles as part of Strategic Arms Reduction Talks (START) I Agreement. Neither US nor Russian strategic missiles are targeted against any specific country.

Great Britain (first nuclear test in 1952) scaled back some of its non-strategic nuclear weapon programs in 1993 and has cut its overall nuclear weapon stockpile to its lowest level since the early 1960s. The number of nuclear warheads for Britain is listed at 250. The planned introduction of Trident submarines (capable of carrying ballistic missiles) during the rest of the 1990s will probably increase the total number of British nuclear weapons, as well as improve the accuracy and range of British submarine-launched ballistic missile (SLAM) force.

France (first nuclear test in 1960) has several new nuclear weapon programs under development; some programs, however, may be scaled back due to budget constraints. France's nuclear arsenal consists of 450 strategic nuclear weapons and some 125 tactical nuclear weapons.

The **People's Republic of China** (first nuclear test in 1964) is continuing to upgrade and expand its development of new types of ballistic missiles and is acquiring nuclear-capable aircraft from Russia. Unlike other nuclear weapon states, China has steadily increased its defense budget since the end of the Cold War. It was the only nuclear weapon state to conduct a nuclear explosion in 1993.

Experts believe in 1956, at the start of the Suez Canal crisis, **Israel** launched its nuclear weapons program. It is alleged that Israel used South African facilities to conduct a nuclear test in the South Atlantic Ocean in September 1979. In 1986 Mordechai Vanunu, an Israeli nuclear technician, told of plutonium being produced for nuclear weapons and provided photos of a model of the internal components of an Israeli atomic device. Israel publicly demonstrated its rocket capabilities for the first time in 1988 by orbiting its first satellite. This rocket capability could be used as a surface-to-surface ballistic missile. Israel is believed to have 100-200 nuclear weapons.

India and **Pakistan** have fought three times since gaining independence from Britain in 1947 and some believe the next confrontation may be nuclear. Experts contend the groundwork for India's nuclear weapons program began in the 1950s. It conducted a nuclear test in 1974, which the government labeled as a "peaceful nuclear explosion." In 1989 India tested Agni, an intermediate-range ballistic missile capable of carrying a nuclear weapon. Specialists assert that India possesses 25-50 nuclear weapons. After it lost a war with India in 1972, specialists believe Pakistan began a secret nuclear weapons program. In 1990 due to a law known as the Pressler Amendment, US President Bush canceled bilateral aid to Pakistan because it did not submit nuclear verification requirements. Ten to twenty nuclear weapons is the estimate given by specialists for Pakistan's nuclear arsenal.

Experts contend **Iraq's** gradual acquisition of nuclear weapons began in the mid-1970s. It's nuclear program was set back in 1981 by an Israeli bombing raid of the French-supplied Osiraq research reactor. The 1991 Gulf War bombing attacks, International Atomic Energy Agency (IAEA) inspections, plant destruction efforts and United Nations sanctions curtailed Iraq's nuclear weapons development. Iraq's technical expertise and desire for nuclear weapons remain.

Most experts agree **North Korea** is developing nuclear weapons. North Korean leaders view the acquisition of nuclear weapons as necessary for international recognition as a power, superiority over South Korea's conventional forces, bargaining power, and defensive self-sufficiency. North Korea signed the NPT in 1985 and the North-South Declaration on the Denuclearization of the Korean Peninsula in 1991, which states that North and South Korea mutually pledge to forgo the development of nuclear weapons capabilities and will allow mutual inspections of nuclear sites. North Korea has shown noncompliance with both of these agreements on several occasions. An Oct. 21, 1994 agreement between the US and North Korea specifies a series of actions that may freeze and then eliminate North Korea's nuclear weapons program in return for the supply of light-water reactors, which cannot be used for nuclear weapons.

Selected Articles of the NPT:

ARTICLE I Nuclear weapons states pledge not to transfer nuclear explosive devices or the means to produce them to non-weapons states.

ARTICLE II Non-weapons states pledge not to receive nuclear explosive devices or attempt to acquire them.

ARTICLE III Non-weapons states agree to International Atomic Energy Agency (IAEA) safeguards - inspection of all nuclear facilities and accounting of all nuclear materials.

ARTICLE IV Materials for the production of nuclear energy are excluded from the ban; parties are entitled - and receive assistance - to use nuclear energy for peaceful purposes.

ARTICLE V The potential benefits of "peaceful nuclear explosions" conducted by weapons-states will be made available on a non-discriminatory basis.

ARTICLE VI The signatories, and particularly the nuclear weapons states, pledge to work toward "cessation of the nuclear arms race" and universal nuclear disarmament.

ARTICLE VII Regional associations have the right to declare their regions nuclear-free zones.

ARTICLE VIII Any party may propose an amendment to the treaty. When 1/3 of the signatories request it, a conference must be called for the purpose of considering the amendment. The treaty will be amended if a majority, including weapons states party to the Treaty, agree. Treaty review conferences will be held every five years.

ARTICLE X Parties may withdraw from the Treaty on three months notice if they deem their supreme interests to be jeopardized.

KEY CONCEPTS AND VOCABULARY

Comprehensive Test Ban Treaty (CTB)	a ban on all nuclear tests around the world
declared nuclear-weapons states	countries admittedly having nuclear technology: China, France, Great Britain, Russia, United States
fissile materials	plutonium and highly enriched uranium; materials capable of being split or divided, cleavable materials
International Atomic Energy Agency	an autonomous agency of the United Nations whose main job is to verify that nuclear materials used for energy production and research are not diverted for military purposes
no-first-use commitment	a pledge never to be the first to use nuclear weapons
nonproliferation	the action or practice of curbing or controlling an excessive, rapid spread
nuclear weapons	weapons operated or powered by atomic energy; devices in which the explosion results from the energy released by nuclear reactions involving atomic nuclei, either fission, fusion, or both
safeguard agreements	agreements between two parties (usually the International Atomic Energy Agency and a country) defining the uses (and non-uses) of nuclear materials. The agreement also spells out inspections and other monitoring activities of the country's nuclear program
unconditional and indefinite extension	a full, complete extension for an unlimited period of time
undeclared nuclear-weapon states	countries believed to possess nuclear weapons or who are pursuing a nuclear weapons program. The weapons or programs are secret and normally denied to exist by the country

Elementary Adaptation Guide

I. LESSON DESCRIPTION

Students will learn what nuclear technology is and that nuclear non-proliferation is an important foreign policy issue. They will learn about the Nuclear Non-Proliferation Treaty and understand that entering into a treaty involves diplomacy and cooperation.

II. OBJECTIVES

1. Students will learn about nuclear technology; what it is, its advantages and disadvantages.
2. Students will learn about foreign policies and treaties, specifically the Nuclear Non-Proliferation Treaty.
3. Students will understand that foreign policy issues are complicated and involve negotiation and compromise through participation in nuclear treaty negotiation.

III. KEY CONCEPTS AND VOCABULARY

diplomacy: the conducting by government officials of negotiations and other relations between and among nations; skill in handling people and negotiations

treaty: a formal agreement of two or more states in reference to peace, alliance, commerce, or other international relations

IV. STEPS

1. Bring in newspaper and magazine articles about nuclear technology, Chymobol, Three Mile Island, and Savannah River.

2. Invite a science teacher in to class to explain nuclear technology to students. Identify any nuclear power plants near your school and bring in information on these power plants to class. Invite local proponents and opponents of nuclear power to your class.

3. Tell students they will be learning about foreign policy and discussing the issue of nuclear weapons. Tell them The Treaty on the Non-Proliferation of Nuclear Weapons (NPT) will expire in 1995 and the issue of a treaty extension will be determined at an April meeting. President Clinton is advocating an unconditional, indefinite renewal of the 25 year old pact. To achieve this end, the administration must overcome objections from approximately 90 developing nations who view the NPT as discriminating against them.

4. Explain to students what a treaty is and how it works.

5. Make a list of the countries mentioned in the articles brought in by students about nuclear technology and add to it any county that is missing that is also listed in Handout #2. Display a world map. Have students locate the places on the map, using colored map tacks to identify each country.

6. Discuss the pros and cons of nuclear technology generally. Discuss the potential harms and benefits of each of the countries on the map possessing nuclear technology. Handout #2 may be used for the second part of this activity. You may want to have the students working in small groups (3-5) for this discussion.

V. GENERAL DISCUSSION

Will it be easy for President Clinton and other leaders to agree to the terms of a treaty about nuclear technology? Why or why not?

VI. ADDITIONAL ACTIVITIES

1. Divide students into groups of 5. Assign each student a country from Handout #2. Ask students to work in their groups to list the benefits of nuclear technology to that country. Ask groups to consider the NPT from their country's perspective.

2. Ask students to report on the progress of their group.
   Was it easy for your group to agree? If yes, why? If no, why not? List the benefits.

VII. RELEVANT LAW - *see Handout #2.*

Welcome to America

LESSON PLAN OF THE MONTH
SERIES 3 / NO. 9

The poem at the base of the Statue of Liberty reads "Give me your tired, your poor, Your huddled masses yearning to breathe free, Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!" But how do Americans really feel about the issue of immigration?

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WELCOME TO AMERICA

I. LESSON DESCRIPTION

This lesson extends students' abilities to analyze conflicts about immigration policies, reform efforts and trends. Students will teach other students about the history of U.S. immigration policies. Students will participate in a Congressional Hearing to determine what steps, if any, the U.S. should take on the issue of illegal immigration.

II. OBJECTIVES

1. Students will be cognizant of immigration policy issues.
2. Students will be able to evaluate different positions on immigration and understand the concerns of different view points.
3. Students will be able to take and defend a position on immigration policies.

III. KEY CONCEPTS AND VOCABULARY

14th amendment
Congress
equal protection
injunction
mandate
naturalization
proposition
undocumented person

amnesty
Congressional Hearing
felony
interned
misdemeanor
permanent resident
resident alien
United States Citizen

class action law suit
due process
immigrant
Ku Klux Klan
moral turpitude
polygamist
social security

IV. STEPS

Materials needed: Copies of Handouts, 5 sheets of flip chart paper or poster board, 5 thick markers, masking tape, colorful magazines.

1. Set the stage for student group activity work by establishing rules (i.e. students must work in their groups, everyone must be respected and demonstrate respect, everyone must participate, all students in the group should sign the finished product.). Inform students that they will be divided into small groups and that each group will put together a presentation to teach the rest of the class about a period in U.S. immigration history.

2. Divide students into groups of 3-5 by having them count off. All students sharing the same number will be in the same group. Do not ask students to join their groups until all directions are given.

3. Explain to students that each group will be assigned a section of Handout #1 to review and present to the rest of the class. Advise them that they will have 15 minutes to prepare their presentation. Have each group prepare an oral presentation as well as a visual aid. The oral presentation can be a group speech, a skit or a narrated drama. The visual aid can be a magazine collage, drawn pictures, dioramas or any

other visual aid students can compose in 15 minutes.

4. Assign each group a section to review (i.e. group one receives 1819 to 1850). Ask students to join their groups and begin working. Give each group a sheet of flip chart paper or poster board, a thick magic marker and a stack of magazines (National Geographic is best.). Have each group read their assigned sections.

5. Have each group (beginning with 1819 and proceeding chronologically) make their presentations. Post the visual aid on the wall. Suggest that students may want to take notes or highlight sections of Handout #1. Clarify any ambiguities to ensure student understanding. Have students remain in their groups after finishing their presentations.

6. When all groups have completed their presentations, divide students into new groups of 6 by having students count off A, B, C, D, E, and F going around the room, then all A's become a group, all B's etc...

7. Inform students that they are going to participate in a mock Congressional Hearing to decide what policy Congress should propose to deal with the growing concerns regarding illegal immigration and what Congress should do to improve immigration procedures. Review Handout #2.

8. Distribute and go over Handouts #3 and #4. Assign to each group the responsibility to act as one of the groups described in Handout #4. Have students gather in their groups.

9. Students should work in groups to prepare their statements for the Congressional Hearing.

10. Set up chairs in the front of the classroom for the Congressional panel and a table a few feet away for each group to sit at when testifying. Class members should sit on either side so as to see both Congress and the group testifying.

11. Begin the hearing by having Congress follow the directions in Handout # 4.

V. GENERAL DISCUSSION

1. Health care workers, social workers, school officials and law enforcement officers have the responsibility to inform the Immigration and Naturalization Service (INS) if a person shows up at a hospital or calls the police and the health care worker or police officer "suspects" that the person may be an illegal immigrant.
    a. What criteria do you think a health care worker or law enforcement officer will use in deciding that someone is suspect? Color, looks, accent? Is this right? Why or why not?
    b. How should people obligated to report be trained or skilled?

2. Assume you are the governor of a state with limited resources and a high percentage of illegal residents. How would you decide where the state's resources are going to be allocated? What if your state's citizens felt strongly, one way or the other, about illegal immigration?

3. Discuss whether or not the United States should:

a. Double the size of the Border Patrol.
b. Immediately increase the size of the Immigration and Naturalization Service and provide for the hiring of additional Border Patrol officers.
c. Discontinue patrolling the borders and embrace an "open border" policy allowing people to enter and leave the United States at anytime.
d. Hold immigration lotteries by issuing random numbers in foreign countries to those who wish to immigrate.
e. Establish a reward system encouraging citizens to report suspected illegal immigrants and paying citizens who successfully report an undocumented immigrant who is caught and deported.
f. Invade foreign countries with high numbers of people immigrating to the United States, take over the government, improve economic conditions then return immigrants from those countries back, respectively.
g. Base the number of immigrants allowed into the United States from a particular country on the number of U.S. citizens who immigrate to that particular country.
h. Implement a new aggressive operation to expel undocumented immigrants.
i. Go beyond employer sanctions to the interception of money transfers by undocumented immigrants to foreign countries.
j. Make it clear that the U.S. will never again offer an amnesty program for illegal immigrants.
k. Discontinue immigration for the purposes of family reunification. If family reunification is permitted at all, it should be confined to the reunification of immediate family members only (i.e. spouses, mother, father, children and/or siblings.)
l. Allow anyone that has a good command of English to immigrate to the United States.
m. Allow anyone willing to give the United States a "gift" of one million dollars to immigrate providing they pay one million dollars for each person in their family who immigrates with them or attempts to immigrate for reunification purposes.
n. Allow those who can prove a well founded fear of suffering or being persecuted by their government based on their religion, sex, race or political affiliation to immigrate to the United States.

VI. ADDITIONAL ACTIVITIES

1. Have students look in newspapers or magazines and bring in articles relating to immigration. Can students find articles relating to trends in immigration in other countries?

2. Have students interview someone who immigrated to the United States. Have students make an oral report on the story behind why s/he immigrated, any problems s/he had when immigrating, what the immigration process involved, his/her accomplishments, what s/he misses about the country s/he emigrated from, and what s/he likes best about the United States.

3. Obtain a copy of your state Constitution. Is there a provision regarding public education for young people? How would an initiative like Proposition 187 stand up under your state constitution?

4. Assign students to read a book about immigration and report to the class (e.g. Alien

Nation, by Peter Brimelow).

5. Invite an official of the INS to visit your class.

6. Invite an immigration or refugee attorney to visit your class.

6. Obtain a copy of the Lesson Plan of the Month Vol. 1 Number 4, "Hate Crimes in Germany". Conduct the lesson in your class to show immigration problems in another country. Have students investigate and report on the immigration policies of other countries such as Canada, United Kingdom, China, Japan, Jamaica, Mexico, South Korea, etc.

VII. RELEVANT LAW

See Handouts #1 and #3 for Selected Laws relating to Immigration in the United States and 14th Amendment in the Key Concepts and Vocabulary list.
Plyler v. Doe, 457 U.S. 202 (1982).

KEY CONCEPTS AND VOCABULARY

14th Amendment:	Guarantees citizenship, due process, and equal protection under the law. States that "[N]o State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process; nor deny to any person within its jurisdiction the equal protection of the laws. Further states that "all persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside".
amnesty:	The act of an authority (e.g. the government) by which a pardon is granted; a period of time by which to complete a task without penalty.
class action:	A lawsuit brought by one or more persons on behalf of a larger group.
Congress:	The legislative branch of the United States government. Congress is comprised of two houses of elected officials, the Senate and the House of Representatives.
due process:	The right to be protected from unfair government procedures and laws. This right is stated in the Fifth and Fourteenth Amendments and generally is applied to mean that every person involved in a legal dispute is entitled to a fair hearing or trial and that no government procedure may be arbitrary or unfair.
equal protection:	A requirement under the Fourteenth Amendment that protects individuals from unlawful discrimination by the government.
felony:	A serious criminal offense usually punishable by a prison sentence of

	more than one year.
immigrant:	One who immigrates, a person who comes to a country to take up permanent residence from a foreign land.
injunction:	An order granted by the court where a person is required to do or not do a specified act.
intern:	To confine or impound a person or property, usually during a war.
Ku Klux Klan:	A post-Civil War secret society which advocates white supremacy; a fraternal organization which confines its membership to American-born white Christians.
mandate:	A formal requirement for the states made by the federal government that states must comply with; to order.
misdemeanor:	A criminal offense, less serious than a felony, usually punishable by a prison sentence of one year or less.
moral turpitude:	An act with vile, crude, despicable and dishonorable qualities. An act which lacks in the basic requirement of human decency.
naturalization:	The process by which one born in a foreign land becomes a citizen of another country.
permanent resident:	A person who is not a U.S. citizen, but has the permission to remain in the United States.
polygamist:	A person who is married to more than one person at the same time.
proposition:	A law proposed by a requisite number of voters in a state which is placed on the ballot for all registered voters in the state to decide.
resident alien:	A person who is a permanent resident.
social security:	A U.S. government program in which all workers make contributions to and are eligible for benefits from when they reach the age of retirement. A social service program for the retired.
undocumented person:	Someone inside of the United States with no recognized right to be inside the United States.
United States citizen:	A person either born in the United States, or born to parents who are U.S. citizens and who claims citizenship, or who becomes a naturalized citizen.

Handout #1 - The History of U.S. Immigration

1819: Immigration Act of 1819 requires ships entering the United States to provide custom officials with lists of immigrant passengers describing their age, sex, occupation and destination.

1820: New York State requires ship captains to post bonds covering destitute immigrants.

1830: The total U.S. population is under 13 million (that's less than New York City and Los Angeles combined); backlash against German and Irish Catholic immigrants intensifies.

1840: The American Republican Party wants severe immigration restrictions. Native-immigrant riots rock Philadelphia; Irish immigration surges.

1850's: Anti-Chinese violence erupts in California.

1860's: California bans African-American, Native American and Asian children from public schools.

1870's: The U.S. population is at 50 million. Violent anti-immigrant outbreaks occur in the Western portion of the United States.

1875: Immigration Act of 1875 provides for the inspection of sea vessels and bars U.S. access for ex-convicts as well as Chinese and Japanese who are brought to the United States against their will.

1880's: Immigration at 5.2 million, which is more than double the number of people who immigrated between 1869-1879. Iowa anti-Catholic American Protective Association promotes immigrant restrictions. The Statue of Liberty is dedicated. The poem at its base reads "Give me your tired, your poor, Your huddled masses yearning to breathe free, Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!"

1882: The Chinese Exclusion Act passed. This was the first significant law restricting immigration into the United States. Although Chinese composed only .002 percent of the nation's population, U.S. citizens, especially people on the West Coast, attributed declining wages and a poor economy to the Chinese. This law suspended Chinese immigration for 10 years and declared Chinese in the U.S. ineligible for naturalization. The act was renewed in 1892. Chinese remained ineligible for U.S. citizenship until 1943.

1885: The Contract Labor Law, designed to end the practice of people outside of the United States signing up for work in the United States for low wages, passes. No immigrant may have a job or the promise of a job prior to entering the United States.

1890's: Half of new immigrants are from new areas: Russia, Slavic countries and Italy. President Cleveland vetoes congressional moves to impose a literacy test on new arrivals.

1891: Immigration Act of 1891, enables the federal government to control the immigration process. All immigrants are required to pass a medical examination and answer questions about their background and plans while in the United States. Any immigrant found to have "loathsome or dangerous diseases", or who has been convicted of a crime involving "moral turpitude", or who is a polygamist is barred from immigrating to the U.S. Those who are denied entry are deported at the expense of the ships that brought them to the U.S.

1900's: U.S. population is at 90 million. President T. Roosevelt calls for immigrant restrictions. San Francisco school board orders segregation of Asian pupils, but later rescinds.

1902: Chinese immigration is made permanently illegal. The Chinese population drops sharply. Chinese remain ineligible for citizenship until 1943.

1907: Immigration Act of 1907, passed during the peak of U.S. immigration, is an agreement with Japan to limit the number of Japanese immigrant laborers. Immigrants with physical and/or mental disabilities, unaccompanied minors and those with tuberculosis are barred from entering the U.S.

1900's: U.S. population is over 100 million. World War I hysteria turns people against German-Americans.

1917: U.S. bans Asian immigrants, imposes literacy test.

1920: The Ku Klux Klan adds immigrants to its hate list.

1921: Temporary Quota Act of 1921, limits the number of immigrants from any country to 3 percent of foreign-born persons of that nationality living in the United States each year. This formula allows for large quota of immigrants from Northern European countries and small quota of immigrants from Southern and Eastern European countries.

1924: U.S. bans open European immigration, imposes new restrictions on Asian immigration.

1930's: Despite the flight from Nazism and fascism, the State Department bans Jews and others from entering the U.S. More than half of the nation's Mexicans and Mexican-Americans, approximately 500,000 people, are forced back to Mexico.

1940's: U.S. population is at 150 million. President F.D. Roosevelt orders Japanese-Americans, as well as some Germans and Italians, interned. Chinese Exclusion Act is suspended.

1948: Displaced Persons Act of 1948 passes, refugees from countries ravaged by World War II are allowed into the United States. Their entry into the U.S. is charged to the nationality quota.

1950's: New immigration quotas adopted. Ban on Asians ends. A program allowing 1 million Mexican farm workers to work in the U.S. ends.

1952: McCarren/Walter Act of 1952 passes, setting maximum immigration limit at 150,000 people per year. The first 50% from each country's quota is reserved for skilled and educated people, the remaining 50% are for close relatives of U.S. citizens and other qualified people. People fleeing Communist countries are admitted under special authority of the U.S. Attorney General.

1954: The Federal Insurance Contributions Act passes, requiring employers of domestic workers making over $50 in a three month period to pay Social Security taxes for the employee. Employers not complying with the law are subject to back taxes, fines and penalties.

1960's: U.S. population at 200 million. Limits on the numbers allowed to immigrate from the Western Hemisphere create an increase in illegal immigration.

1965: Immigration Act of 1965 passes abolishing the national origins quota system and giving preference to skilled people and immigrants who have close U.S. relatives. Total immigration limit set at 290,000 people per year including a maximum of 20,000 people from any one country. Immigrants in the United States for 5 years as residents became eligible to apply for naturalized citizenship.

1970's: Vietnam War's end brings surge in Southeast Asian Immigrants.

1980: Refugee Act of 1980 passes defining a "refugee" as any person leaving their country due to a "well-founded fear of persecution on account of race, religion, nationality, membership in a particular group or political opinion." Allows for admission of 50,000 refugees per year.

1980's: Amnesty offered to illegal aliens with proof of residency.

1986: Immigration Reform and Control Act of 1986 passes making it illegal for employers to hire illegal aliens and requiring employers to verify an employee's citizenship status and maintain proof on file. Penalties for violations include fines and imprisonment.

1990's: U.S. population at 250 million. U.S. apologizes for Japanese-American internment. More than 100 immigrant control measure pending in Congress.

1990: Immigration Act of 1990 passes, increasing the immigration limit to 700,000 persons per year for 1992, 1993, and 1994. After 1994, the limit is set at 675,000 persons per year.

1992: Thousands of Haitians flee Haiti in makeshift rafts. U.S. instructs the Coast Guard to intercept them at sea in an attempt to deny Haitians access to U.S. waters and the right to Due Process in hearing their refugee petitions. Hundreds believed to be drowned at sea. Haitians eventually detained at Guantanamo Bay, Cuba for immigration and refugee processing. U.S. takes aggressive steps to stop illegal Chinese immigration, intercepting ships suspected of carrying illegal immigrants from China and inspecting large freighters.

Handout #2 - A Congressional Hearing

In response to the growing concern over illegal immigrants, Congress has called several groups together that represent various viewpoints on the topic of illegal immigration to testify before them on what, legislatively, their group thinks Congress should do to reform immigration procedures.

Directions: Once in your group:

1. Select a group recorder to take notes for the group, a spokesperson(s) to present the group's position to Congress and a group leader to make sure that all group members participate in the discussion.

2 Read Handout #1 and # 4, plus the discussion questions. Come to an agreement on the best way to present your group's viewpoints to Congress.

3. Prepare to state your position to Congress based on the context of the information you read. Be prepared to answer questions.

4. Articulate your position when called on by Congress.

5. Congress members should formulate questions to ask each group by reading Handouts # 3 and # 4, plus the General Discussion issues.

Handout #3 - Immigration: The Facts, The Issues

About 1 million people a year immigrate to the United States. This represents about 8% of our population today, however, it is nearly double what the immigration rate was in 1970 (4.7%). Half of all immigrants have arrived since 1980. Approximately four-fifths of new immigrants come from Latin-America and Asia, a dramatic change from the past; in the 1950's, only a third of all immigrants came from these areas.

Of the 1 million immigrants, about 300,000 are illegal. There are many more illegal entries (1.5 million to 2.5 million per year), however, many illegal immigrants are migrants, meaning they move back and forth between the U.S. and other countries.

On the whole, in most states immigrants account for one to five percent of the population. However, in 1990, four states, California, New York, Florida and Texas, accounted for nearly two-thirds of immigrants. Of all who immigrated in 1990, 33% went to California, 14% to New York, 8% to Florida and 8% to Texas. In California this represented 22% of the population.

The children of illegal immigrants who are born in the U.S. are U.S. citizens and while their parents are not eligible for cash assistance programs such as General Assistance and Aid to Families With Dependant Children, the children are eligible as would be any U.S. citizen.

WHY STATES ARE SO UPSET ABOUT IMMIGRATION

Angry about billion-dollar welfare, education, and medical expenses for illegal residents, big state and border state governors are filing law suits against the federal government to force the government to start paying for the costs of services to illegal immigrants. The states argue that they do not have the resources to combat illegal entry into their states. It is something for which the federal government is responsible. Border and big states say that it is unfair, intolerable and causes states to deny services to legal residents. States are asking the federal government to either pay for illegal immigrant's costs or remove the federal mandates which require states to provide services to them.

CALIFORNIA: PROPOSITION 187

In the 1994 state election, California voters overwhelmingly approved Proposition 187. Proposition 187 denies access to public education and public health services to undocumented immigrants. It requires local officials, police officers, teachers, social workers, service administrators, doctors and nurses to check on the immigration or citizenship status of everyone they serve. They must report to the federal Immigration and Naturalization Service the name of anyone they suspect to be undocumented. Health care providers are barred from providing medical care to anyone who cannot provide legal status as a citizen or resident unless it is a medical emergency. School districts have to check on the immigration or citizenship status of their students. Designed to be a deterrent to illegal immigration and to help reduce the costs of providing government services, the initiative is currently tied up in the court system. The Supreme Court may have to decide if Proposition 187 is constitutional. Many people in favor of Proposition 187 hope the Supreme Court's view has changed since *Plyler v. Doe*, a 1982 Texas case, was decided. They are looking to subsequent rulings in which the Supreme Court decided public education was not a fundamental right required under the Constitution.

TEXAS: PLYLER v. DOE

Many people against Proposition 187 are relying in part on a U.S. Supreme Court decision from *Plyler v. Doe*. The *Plyler* case began in 1975 when the Texas legislature passed a law authorizing school districts to deny enrollment to children who were undocumented or who's parents had illegally entered the United States. Alternatively, school districts could charge these students tuition to attend the public schools. One school district, the Tyler Independent School District in Smith County, chose to charge tuition to undocumented students. In 1977 a class action suit was filed against the school district. The case questioned the constitutionality of treating children of undocumented parents differently than children of parents who are legal residents of the United States. The Supreme Court held in a 5 to 4 decision that the equal protection clause applies to citizens and non-citizens residing within the United States. Thus, undocumented students are protected by the Fourteenth Amendment.

FLORIDA

The Florida House of Representatives and Senate have each introduced legislation designed to prevent a person from "receiv[ing] any public social services or benefits to which the person is otherwise entitled until the legal status of that person is verified as (a) a citizen of the United States; [or] (b) an alien lawfully admitted as a permanent resident; or (c) a person who is otherwise authorized under federal law to be present in the United States." If this law is passed and the governor signs it, any person applying for a public benefit without proof of citizenship is to either obtain citizenship or be deported. Also, the law provides that anyone using false citizenship papers is guilty of a misdemeanor and anyone found selling or distributing such papers is guilty of a felony.

Handout #4 - Group Profiles

Group A: Governors Against Federal Mandates: This group is comprised of big state and border state governors who demand the federal government either pay for costs of services to illegal immigrants or remove the federal mandate which requires states to provide services to them.

Group B: Citizens For Tougher Employer Laws: This group is comprised of proponents of laws against employers who hire illegal immigrants by levying maximum fines and imposing maximum jail sentences on employers violating these laws.

Group C: Citizens Against Illegal Immigration: This group is comprised of proponents of a counterfeit proof, computer connected national identification card to prove citizenship for all Americans. They also support a requirement that such a card be presented for employment and government services.

Group D: Constituents Representing Many Major Groups of Immigrants For Freedom, Diversity and Democracy: This group is comprised of proponents of the idea that immigration has always been a central part of "the American Experience. " Immigrants enrich American culture, contribute to the economic growth and help define us as a nation. Countless immigrants have put down roots and found new opportunities in the U.S. . Additionally, this group represents ethnic voters who vote in almost every district.

Group E: Citizens For Importing Quality Labor: This group is comprised of proponents of the idea that some parts of our economy depend on eager, hard working skilled and unskilled laborers who put in long hours for modest pay. They further argue that many immigrants offer technical skilled labor necessary for U.S. advancement in industry, science and technology.

Group F: Congress Members. Follow the directions below:

- Elect a Committee Chairperson. S/he will call the Hearing to Order. ("This hearing of the Congressional Immigration Issues Committee will come to order. We are present to hear testimony from the public regarding what policies, if any, the United States should make regarding immigration. Here to testify today are representatives from [name groups A-E]."

- Each group has 3 minutes to state their position. (Someone should keep time.) Call the first group. Congress members may ask questions during the presentation. Any group member may respond.

- After all of the groups have stated their position, the Congressional Committee should decide how the issue of illegal immigration should be handled in the U.S. . The committee may confer so all students can hear their deliberations. If time allows the Committee should draft a policy statement and state it to the class. Here are suggested discussion questions for the Committee: What factors must be considered before making a policy statement? What could be done immediately? What is a possible time-line to phase-in other changes? What guidelines must be followed in making these changes?

- The Congressional Committee chair should adjourn the hearing. "This hearing is officially adjourned."

ELEMENTARY ADAPTATION GUIDE

I. LESSON DESCRIPTION

Students will learn about the history of immigration to the United States. They will identify on a map places from which immigrants come. They will illustrate the history of immigration by making a time-line of facts about immigration to the United States.

II. OBJECTIVES

1. Students will learn about the history of immigration to the United States.
2. Students will identify the many places from which immigrants come.

III. KEY CONCEPTS AND VOCABULARY

amnesty
equal protection
naturalization
resident alien
Congress
immigrant
permanent resident
undocumented person
due process
Ku Klux Klan
proposition
United States citizen

IV. STEPS

materials needed: white paper or poster board, magic markers or crayons

1. Introduce the concept of immigration to the class. Ask students if they have family members or friends who came to the United States from another country. Find places from which students' family/friends came on a map.

2. Ask students to define the words in the Key Concepts and Vocabulary list.

3. Explain to students that they will be learning about the history of immigration into the U. S. Distribute Handout #1 to students. Tell them they will work in teams to illustrate the time period(s) assigned to their team. Divide students into groups of 2 or 3 depending on class size. Going in chronological order down Handout #1, assign each team 2-3 time periods.

4. Using their creative talents have students illustrate on paper the facts contained in their assigned time periods.

5. Going in chronological order have each team share its illustration with the class. Students should verbally explain the facts they are illustrating. Post the pictures in order around the room.

6. Have students identify on a map the places from which immigrants come.

V. GENERAL DISCUSSION

Have students find out from their parents, friends or neighbors when and from where they immigrated to the United States. Share stories with the class.

VI. ADDITIONAL ACTIVITIES

Have students write an essay about their family's journey to the U.S. If this information is unavailable, have students write an essay about a fictional or historical family's journey to the U.S.

Jail Time: Hard Time or Easy Time?

LESSON PLAN OF THE MONTH

SERIES 3 / NO. 10

As more and more public attention is focused on horrendous criminal acts, questions arise such as: What is the purpose of prison? What opportunities for self-improvement should be available to inmates? What punishment is too cruel? This lesson deals with the rehabiliation versus retribution argument.

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JAIL TIME: HARD TIME OR EASY TIME?

I. LESSON DESCRIPTION

This lesson familiarizes students with the various corrections philosophies and the competing, often inconsistent, nature of these philosophies. Students will discuss what is cruel and unusual and determine what sentence to give to a series of offenders. Students will look at programs offered to inmates and determine, by acting as the Board of Prisons, what activities should be funded and which should be eliminated.

II. OBJECTIVES

1. Students will examine the Eighth Amendment and the limitations on government action contained thereunder.

2. Students will become aware of the various incarceration theories, the impact they have on society, and the problems which are inherent in the corrections system.

3. Students will discuss different recreational, educational and work programs participated in by inmates.

III. KEY CONCEPTS AND VOCABULARY

adversary system
deterrence
incapacitation
incarcerate
jail
prison
recidivism
rehabilitation
restitution
retribution

IV. STEPS

1. Ask students to write on a piece of paper the reason those convicted of a crime are sentenced. Have students pass their papers to you when they are finished.

2. Distribute the key concepts and vocabulary list to the class. Review the terms.

3. Distribute Handout #1 that contains the detailed description of the five sentencing philosophies and review with students. Write the names of each of the five sentencing philosophies: *deterrence, incapacitation, rehabilitation, restitution and retribution* on the board and divide into columns. Ask students to give examples of each of the philosophies. List their responses on the board. Have them compare and contrast each of the philosophies and develop their own opinions about which works best/worst and why. Go over the reasons for sentencing submitted by students and have students help you place the reason under the appropriate philosophy it represents. Make sure examples of each philosophy are given. Discuss which philosophy is most appropriate.

4. By a show of hands, ask the students which sentencing philosophy they think is best. Lead the class in a discussion of their views on prison conditions, programs, and philosophies. Use the "Things to Consider" questions in Handout #2 to stimulate the discussion.

5. Distribute Handout #3 entitled "What is cruel and unusual?" Students will work in groups to discuss the scenarios in Handout #3 and respond to the questions presented. Have each group select a recorder to take notes and a reporter to state the groups' conclusions to the class. Give students time to read and discuss the scenarios and answer the questions.

6. Distribute Handout #4 entitled "Sentencing." Go over this with students. Distribute handout # 5 entitled "Offender Profiles." Divide the class into five new groups by having students count from one to five. Place students sharing the same number in the same group and have them assemble in their designated area after all directions are given. Ask the class to evaluate each of the profiles and determine the appropriate corrections path for each individual. Have each group recommend two individuals for probation, decide whether any of the convicted should receive alternative sentencing such as boot camp or electronic monitoring and what sentence each should receive. Ask each group to report its findings. Discuss.

7. Have students continue working in their groups. They are now, however, to assume the roles of members of the Board of Prisons for your state. They are to draft the introductory paragraph for new legislation on state prison reform. This statement should explain the sentencing philosophy behind the new legislation and explain what areas (programs, housing, food, staff training) will be the focus of the reforms.

8. Have a representative of each group present his/her group's legislation. List the main points of each group's proposal on the board. Try to reach a class consensus about the goal of prisons.

V. GENERAL DISCUSSION

See handout #2.

1. Inmates at a prison in South Carolina recently took hostages and stabbed five corrections officers after a policy that forced inmates to keep short haircuts was passed. Some prison officials are opposed to the elimination of inmate recreational activities such as weight lifting and TV privileges because they fear that inmates with no outlets for aggression will turn on their undermanned staff. Many others feel that prison should be a place where inmates think about what harm they have done to society and to individual victims, in other words, a place where they endure harsh conditions short of cruel and unusual punishment.

2. The United States imprisons a greater share of its population than any other nation.

3. It is difficult to think of an appropriate corrections philosophy in an objective fashion when one is confronted with details of a crime that include a great deal of suffering on the part of the victims.

VI. ADDITIONAL ACTIVITIES

1. Have students bring in magazine and newspaper articles about prison conditions, alternative sentencing ideas such as boot camp and electronic monitoring, harsher punishments such as "the Chain Gang," and other current issues in criminal justice. Discuss and evaluate each article.

2. Have students think about what it would be like to be incarcerated for life. Have students draft an editorial to the newspaper concerning prisoner's sports programs, education programs, art programs, programs allowing prisoners to earn money or have their own possessions in their cells.

3. Invite a prison, jail corrections official or a former convict in a classroom visiting program to class to discuss prison conditions, the effect the conditions have on the job of the corrections officer and the effect prison conditions have on prisoners.

4. Have students in pairs view and review movies, books and TV programs about prison and share their reviews with the class giving a thumbs up or thumbs down to the work they review as if they are on TV.

5. Ask students to list ways in which they are punished for wrongdoing by their parents, teachers, police, and /or other adults. List the responses on the board.

   a. Ask students to explain the purpose of the listed punishment, i.e: is it to stop them from acting a certain way again, to teach them certain behavior is wrong, to teach them a behavior more appropriate than the one they engaged in, etc. List reasons for punishment on the board.

   b. Divide students in groups of 5 by having them count off. All students sharing the same number will be in the same group. Ask students to assemble in their groups. Randomly assign 2 students in each group to represent prison security, 2 advocating prisoners rights, and one to be a neutral conflict manager. Explain to the groups that they will be making a daily activity schedule for prisoners using Handout #6.

   c. Post group activity schedules around the room. Have students vote on the schedule they would prefer if they were incarcerated. Next have students vote as citizens who are not incarcerated, i.e: people on the outside deciding what should be allowed in prison. Compare results.

6. Write to the National Criminal Justice Reference Service (NCJRS), Box 6000, Rockville, MD. 20850 and ask for a copy of the latest Report to the Nation on Crime and Justice .

VII. RELEVANT LAW

Eighth Amendment
"Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. "

Key Concepts and Vocabulary

adversary system	The underlying philosophy of the legal system in the U.S. One party is pitted against the other party to argue for their clients rights and liberties and to get the best results for their client.
deterrence	A sentencing philosophy, the purpose of which is to prevent future crimes through punishment; so as to deter offenders *general deterrence:* populace is discouraged by observing punishment of wrongdoer *special deterrence:* individualized punishment in amount/kind necessary for individual deterrence
incapacitation	a sentencing philosophy which calls for the prevention of crime through the physical restraint of current or potential criminals, protects community for a temporary time only; no reintegration; requires more prisons and more money
incarcerate	to subject to confinement; to put in prison
jail	a building for confinement for persons held in lawful custody; usually for those being held for less than one year or awaiting trial
prison	an institution for the imprisonment of persons convicted of serious crimes; usually those being held for more than one year
recidivism	determined by whether or not those released from prison or other involvement with criminal justice corrections commit further crimes
rehabilitation	a sentencing philosophy which promotes the restoration of criminals to a constructive place in society through treatment. There is growing evidence that rehab programs are not working, although being most expensive. Many prisoners participate in programs for an early release, not to change their behavior
restitution	A sentencing philosophy that seeks repayment for harm done. Repayment is in the form of money or services. Critics argue that money and services cannot repay for the harm done by violent crime
retribution	A sentencing philosophy based on the idea that the seriousness of the punishment is related to the seriousness of the crime. Reflects the basic human emotion of revenge.

Handout #1

THE PHILOSOPHIES OF CORRECTIONS

REHABILITATION:

Seeks to restore a convicted offender to a respected place in society. This concept is based on the idea that criminal behavior results from social, psychological, or physical imperfections and that treatment of such problems should be the primary focus of corrections. To implement this system, job training, psychological counseling, and educational or vocational programs must be provided on an individualized basis. Inmates are not punished, they are treated. This concept has been the dominant sentencing philosophy throughout the 20th century. The philosophy of rehabilitation began in the United States after the Civil War and was first implemented at a youth reformatory in Elmira, New York in 1877. By the 1920's the model had caught on across the country. Critics say it does not work and that it takes the responsibility away from the perpetrator and places it on society.

RETRIBUTION:

Revenge is obtained by society against the person who commits the crime. The philosophy is based on moral principals holding the individual responsible for their own actions and thus concludes that criminals deserve to be punished. The severity of the punishment is limited to the severity of the injury to the victim. The criminal is given the just deserts for his/her actions. The punishment is deserved. Society and the victim "get even" with the criminal. Critics say it is too cruel and does nothing to reform behavior or protect the innocent. Others say that the focus on vengeance is incompatible with notions of individual rights. Some studies indicate that the longer the incarceration the more likely an inmate will commit future criminal acts.

INCAPACITATION:

The goal of this philosophy is to isolate a criminal from society in order to protect ordinary citizens and make it impossible for the criminal to commit further crimes. "Lock 'em up and throw away the key." Incapacitation is different from retribution in two ways since it is future oriented and it focuses on the personal characteristics of the offender, the type of person committing the crime is more important than the crime committed. Provides only temporary protection if nothing is done to reform the person. Incapacitation is similar in concept to exile, banishment, and prison colonies. Selective incapacitation occurs when the system focuses on dangerous criminals for incapacitation based on the fact that a small number of individuals are responsible for a large number of crimes. It is hoped that sending serious repeat offenders to prison for extended periods of time will reduce crime. "Three strikes and you are out".

DETERRENCE:

The purpose of punishment is the prevention of future crime. Like rehabilitation the philosophy advocates that the punishment should fit the criminal, unlike retribution where the punishment should fit the crime. Sanctions should be used to further societies goal of preventing crime. Discourage crime by making it painful. There are two types of deterrence. Specific deterrence targets the criminal in question with harsh punishment the memory of which will deter future crimes by that individual. General deterrence targets other would be criminals who will see what happened to someone else and be deterred by that example. The severity of the punishment needed to deter society as a whole may be greater than the punishment needed to deter one individual. Some suggest that certainty of punishment is more important than the severity of it. Deterrence theory rests on the idea that crime is done in a calculated rational way and ignores the many crimes that result from emotional outbursts.

RESTITUTION:

This theory seeks repayment for harm done. The offender repays the victim and or society in money and or services. Critics say that money and services cannot repay for the harm done by violent crime.

Handout #2 -Questions To Consider

Across America a debate is raging about the conditions of confinement, inmate rights, parole eligibility, mandatory sentences with no parole, prison building programs and other corrections issues. Anger over crime has sparked debate about whether or not inmates should be permitted to watch TV (especially cable TV), be permitted to earn degrees, gain job skills, or lift weights while in prison. Politicians are running on platforms to do away with inmate TV privileges, weight lifting programs, and legal assistance. Some are calling for the reinstatement of chain gangs. The public must decide whether an inmate should be permitted to better him\herself while incarcerated.

1. Is it possible to have one single philosophy of incarceration? Does one philosophy work better than the others?

2. What rights should prisoners have? What rights should be forfeited upon conviction of a serious crime? Does it depend on the crime? The criminal? Should some convicts have more rights than others?

3. Savings and loan scandals placed the "white collar" criminal in the public eye. Do we have any responsibility/obligation to provide these less-violent convicted felons in nicer, so called "country club" minimum security prisons instead of housing all convicted felons together?

4. Is incarceration enough of a punishment for convicts, or should living conditions be uncomfortable? Where is the line drawn between cruel and unusual and just plain uncomfortable living conditions?

5. Should prisoners have the right to participate in physical activities, i.e. athletic programs such as aerobics, weight training, basketball? What should inmates do all day?

6. Should prisoners have the right to earn a degree? At what level, i.e. high school, GED, associates degree, bachelors degree, advanced degree?

7. Should we as a society provide skills training and educational opportunities to inmates so they can potentially be productive members of society upon their release from prison?

8. Should poor prison conditions in a particular community impact the sentence given to an individual?

9. The faster we build prisons the faster they fill up and become overcrowded. Mandatory prison sentences with no possibility of parole for drug offenders filled our jails and left no room for the wave of violent crime we have experienced in the 90's.

Handout #3 - What is Cruel and Unusual Punishment?

The Eighth Amendment prohibits ". . . cruel and unusual punishment."

The Supreme Court has held that inhuman prison conditions are cruel and unusual, but has also stated that the Constitution "does not mandate comfortable prisons. The case of *Estelle v. Gamble 429 U.S. 97 (1976),* set minimum health care standards for prisons, concluding that "deliberate indifference to the serious medical needs of prisoners constitutes unnecessary and wanton infliction of pain". In deciding whether a practice is cruel and unusual ask:

1. Does the punishment shock the general conscience of a civilized society?
2. Does the punishment violate contemporary standards of decency?
3. Are prison conditions deplorable and sordid?

Directions: Read the following scenarios and respond to the questions listed.

Scenario #1: In the county of Little Falls the newly elected sheriff, in order to reduce expenses, erects army tents instead of having new facilities built to house prisoners. The tents are typical of those in which Army recruits are housed. The prisoners are provided with adequate heat and facilities. According to the sheriff, along with reduced cost, this type of housing has the added benefit of reducing recidivism in the county. The sheriff claims the quarters are uncomfortable enough to discourage individuals from returning.

What philosophy does the sheriff's housing plan reflect?
Does this punishment amount to cruel and unusual punishment? Why or why not?
Should correctional officers be placed at higher risk (i.e: prisoners are not behind bars) in order to cut costs?

Scenario #2: At many Correctional Facilities, prisoners can take community college courses to count toward their GED or associates degree. For participating in this program prisoners get 2 1/2 days "good time" (time off their sentence) for each week they participate in the program. Thomas Carol is a twenty year old serving time for "possession of a controlled substance" and has enrolled in the program to acquire an associates degree in business. Charles Yates is a fifty year old serving time for driving while intoxicated and has enrolled in the GED certification program.

What philosophy do these educational programs reflect?
Should prisoners be allowed access to educational programs? Why or why not?
Are participants who complete educational programs more likely to become productive members of society upon their release?
Is it fair to give educational opportunities to one prisoner, but not another?

Scenario #3: Carl Harrison is a 38 year old warehouse supervisor who has been convicted of embezzling $25,000 worth of merchandise from his employer. Wayne Thompson is a 38 year old unemployed truck driver convicted of three car thefts. Both men are of the same race and neither has any previous convictions. Carl Harrison received three years in a minimum security facility, while Wayne Thompson received five years in a medium security facility.

Which philosophy do these sentences reflect?
Was there enough of difference in the crimes committed to warrant different security levels for incarceration purposes?
Should employment status have a bearing on sentencing? What other factors should or should not be relevant?

Handout # 4
SENTENCING

The range of sentences available to a court is determined by local, state and federal statutes and is limited by the eighth amendment to the US Constitution which forbids cruel and unusual punishment often defined as torturous or barbarous treatment such as mutilation.

The eighth amendment also prohibits excessive and inappropriate punishment such as a sentence of ten years for stealing a loaf of bread. This concept was referred to by the Supreme Court in Solem v. Helm (1983) which stated that "as a matter of principle, that a criminal sentence must be proportional to the crime for which the defendant has been convicted." A South Dakota man received a life sentence under a repeat offender statute for passing a bad check because it was his fourth felony.

The Court backed away from Solem in a 1991 case, Harmelin v. Michigan when it upheld a man's life sentence with no possibility of parole for possessing 672 grams of cocaine even though he had no prior arrest record and was an Air Force veteran. Three of the Justices in the majority stated that the sentence was not grossly disproportionate to the crime.

Sentences can either be fixed or indeterminate. In the 19th century most sentences were fixed and based on the severity of the crime. As corrections philosophy shifted from punishment to rehabilitation, indeterminate sentencing came into vogue. A criminal who was rehabilitated sooner could be released sooner. Usually the sentence was stated as a range such as 5-10 years with the judge deciding the range. Critics say that indeterminate sentencing is arbitrary, unjust, and allows dangerous criminals out too soon. Others say that giving the judge so much flexibility allows for discrimination.

Questions before sentencing:

How much harm was caused by the crime?
Were the offenders actions brutal, dangerous or callous?
Was the victim vulnerable due to age, or reduced mental or physical capacity?
Did the offender use a dangerous weapon?
Did the offender plan and promote the crime or follow others?
Has the offender committed previous crimes? How serious were they?
Was the offender deliberate and calculating or emotional and under stress?
Was the offender young or old, physically strong or weak?
Is the offender remorseful, or hostile and defiant?
Is there a public outcry over the case?
What is the offenders reputation, character, community position, prior societal contributions?

Questions before Probation:

Was serious harm intended or caused?
Was there strong provocation or other mitigating circumstance for the offender?
Has the defendant agreed to compensate the victim?
Does the defendant have a recent history of criminal activity?
Was the criminal conduct the result of circumstances unlikely to occur again?
Does the offender's attitude and character show that he/she is unlikely to commit another crime?
Would imprisonment likely cause excessive hardship on the offender or family?

Handout # 5

OFFENDER PROFILES

Sally Bowles is convicted of being a pick pocket. She has one prior conviction for prostitution. She has paid back the money to the victim. She also is now involved in her church. She has a 4 year old daughter.

Adam, an eighteen year old high school basketball star is on his way home from a new year's celebration when he gets into a fight with Joe at a bus stop. During the fight Joe falls in front of a car and is killed. Adam has never been in trouble before and has been accepted at an Ivy League school on a scholarship. He has been convicted of involuntary manslaughter.

Clarence Wright loves fireworks even though they are illegal in his state. While setting off some firecrackers near a wilderness area, he starts a fire that eventually spreads to burn 150 acres of timberland and three houses. His father is a millionaire and has already paid for the damage to the property. No one was physically injured in the fire. Clarence has one prior conviction for littering. He recently began doing volunteer work with the Cub Scouts. He is 21.

Frank Loyd has been convicted of embezzling $30,000.00 from his employer. Eighteen years ago, he served six months in jail for writing bad checks. He currently has a child in college along with a fifth grader at home. His wife is an alcoholic and he was raised in an foster home.

Robin Constable has been convicted of attempted murder of her ex-husband's current live-in lover. She is under psychiatric care at the present time. She has custody of the children of from her marriage and has a good job as a program officer with the US Department of Education. Her ex-husband has never paid a dime in child support and does not want custody of the children because his girl friend says "no way."

Raul is 50 years old and has been convicted of conspiracy to commit burglary. He has two prior convictions, one for breaking and entering, and one for illegal use of an automobile. During the burglary which was carried out by two other men, an elderly couple was terrorized.

John Windham drove around with his brother and two friends late one night. He stayed outside while the others went into a 7-11 to buy beer. He had no idea that they were going to pull an armed robbery, but they did, and when they ran out of the place he drove them off in a panic. He confessed the whole thing to his Dad that night, and Dad called the police. He has no prior record. He is 28.

Harold, 16, is convicted of stomping an elderly woman to death during a purse snatching. He was tried as an adult. It was his first offense.

Handout #6 - Daily Activity Schedule

Directions: You must decide what a prisoner is to do during a typical day in prison. Below are some possible activities, you may add others. You must schedule activities for the entire day from 6:00 am to 11:00 pm. Remember to think about the rationale behind incarceration in deciding what activities to include in the schedule. Also remember that some prisoners will be incarcerated for a long time, that the safety of all prisoners is important and that cruel and unusual punishment is prohibited in the Constitution. Discuss any constitutional issues raised by the activities in your schedule.

time in cell
high school/college classes
time outdoors
showering/bathing
work in office
visitors/phone calls
meals
skills training classes
television
physical activity
hard labor
GED classes
religious time
group activities
library time
laundry

6:00 am ____________________

7:00 am ____________________

8:00 am ____________________

9:00 am ____________________

10:00 am ____________________

11:00 am ____________________

12:00 noon ____________________

1:00 pm ____________________

2:00 pm ____________________

3:00 pm ____________________

4:00 pm ____________________

5:00 pm ____________________

6:00 pm ____________________

7:00 pm ____________________

8:00 pm ____________________

9:00 pm ____________________

10:00 pm ____________________

11:00 pm ____________________

SUGGESTED STRATEGIES FOR ELEMENTARY CLASSES

ADAPTATIONS: JAIL TIME: HARD TIME OR EASY TIME?

(This lesson is suitable for students in grades 3-6. It may take more than one classroom session to complete.)

LESSON DESCRIPTION

This lesson is designed to help students describe various types of corrections philosophies. An opportunity to examine the Eighth Amendment and the rights and responsibilities contained thereunder will also be provided. Students will work in cooperative groups to analyze situations, select a corrections philosophy and determine criminal sentencing.

OBJECTIVES

1. Students will analyze the various corrections philosophies.
2. Students will examine the Eighth Amendment and the rights and responsibilities contained thereunder.
3. Working in cooperative learning groups, students will analyze situations, distinguish among various corrections philosophies and determine sentencing.

STEPS

1. Present the Nursery Rhyme: "Tom, Tom, The Piper's Son." Guide students in a discussion of its contents.
   (Example: Tom stole a pig. The pig was eaten. As punishment, Tom was beaten.)
2. Present the words listed under the section entitled Key Concepts and Vocabulary. Develop the meaning of each term.
3. Next, present the information concerning "The Philosophies of Corrections." Have students orally compare and contrast each philosophy. Provide examples for each philosophy.
4. Present and discuss the Eighth Amendment to the U.S. Constitution.
   Eighth Amendment
   "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."
   Ask questions to check for understanding.
5. Lead students in a discussion of why they think we sentence criminals.
   Present the "Sentencing" information. Use the questions at the bottom of the page to help students analyze the actions which took place in the Nursery Rhyme, "Tom, Tom, The Piper's Son." Help students make a decision as to what sentencing they think Tom should receive.
6. Divide the students into four groups. Provide each group with a copy of one of the following fairy tales:
   - A: "Little Red Riding Hood" - The woodsman killed the wolf. He was arrested and sentenced.
   - B. "The Wolf and the Kids" - The wolf swallows the baby goats whole. Mother Goat cuts open the wolf's stomach and rescues her babies. Mother Goat was arrested and sentenced.

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Series 3 Lessons

Lesson 1 ***Freedom From Fear In The Classroom***

What can be done to address the problem of violence in schools? Students will simulate a school board hearing to address this growing problem. .

Lesson 2 ***To Pray Or Not To Pray?***

This lesson focuses on the First Amendment's Establishment and Free Exercise Clauses and their affect on the ability of students to have prayer in the classroom.

Lesson 3 ***World's Largest Gun Sale: Final Closeout***

What is the gun debate all about? Students will learn about the harsh realities of gun violence in America through an interactive teaching activity.

Lesson 4 ***Stalking: A Dangerous Obsession***

Students are familiarized with state and model stalking laws, alerted to the dangers of stalking and to its criminal ramifications, and learn ways to protect themselves from stalkers.

Lesson 5 ***Media Mania***

What impact does television have on society? Students will participate in a talk show about media mania to determine if television is a cause of the problems at issue in the United States.

Lesson 6 ***Balancing The Budget***

Students will become familiar with the structure of the United States Congress and the balanced budget issue by traveling to the fictional country of Acirema, becoming members of the Congress there and wrestling with the issue of appropriations.

Lesson 7 ***Such Characters***

What is good character? How is it distinguished from bad character? This lesson helps students identify character assets.

Lesson 8 ***Controlling Nuclear Weapons***

Nonproliferation has become a buzzword since the end of the Cold War. What does it mean and what issues are being debated over the Nuclear Non-Proliferation Treaty (NPT)?

Lesson 9 ***Welcome To America***

The United States is a nation founded by immigrants, but how do Americans feel about the issue of immigration today? This lesson extends students' abilities to analyze conflicts about immigration policies, reform efforts and trends.

Lesson 10 ***Jail Time: Hard Time Or Easy Time?***

What is the purpose of prison? What punishment is too cruel? This lesson familiarizes students with the various corrections philosophies and the competing nature of these philosophies.

Series 2 Lessons

Lesson 1 ***Sexual Harassment Or Friendly Behavior - Where Is The Boundary?***

When does behavior cross the line? This lesson helps students understand what sexual harassment is and how to deal with inappropriate behavior.

Lesson 2 ***Deadly Force***

When is deadly force justified? excessive? This lesson helps students understand when deadly force is appropriate and when it is unlawful.

Lesson 3 ***Send Troops or Stay Out of It? A Framework For Analyzing International Conflicts With A Focus On Bosnia***

Should the U.S. police the world? This lesson helps students decide when and to what degree the U.S. should get involved in international conflicts.

Lesson 4 ***Gangs? What Are You Talking About?***

What is a gang? What does it do? This lesson helps students identify gangs and gang activity and evaluate laws regarding gangs.

Lesson 5 ***T.V. Violence***

This lesson helps students identify TV violence and its broad effects on society and determine if censorship is a solution.

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Lesson 6 ***Violence In The Home***

This lesson helps students look at violence inflicted by family members and ways to stop it.

Lesson 7 ***Resolving Conflict Without Violence***

Mediation offers a non-violent way to resolve conflict. In this lesson each participant learns to resolve conflict peacefully through mediation.

Lesson 8 ***Do Re Mi Fa . . . So, Who's Song Is This Anyway?***

This lesson helps students define property and fair use under copyright laws, identify different types of property rights and determine if certain uses of songs and lyrics violate copyright laws.

Lesson 9 ***ABC . . . DNA. . . and Fragile "X" - Genetic Testing and Student Privacy Rights***

This lesson focuses on the ethical and legal issues surrounding school use of genetic screening designed to identify children affected by the Fragile X Syndrome, an inherited form of mental retardation.

Lesson 10 ***Just Do It?***

In pursuit of new, exciting recreation, young people are experimenting with activities that push the bounds of personal safety and may fall outside the parameters of certain laws. This lesson deals with the personal risks involved in sports and the effort to make them safer. Are they needed precautions or an attempt to "childproof" the world?

Series 1 Lessons

Lesson 1 ***Barrier Awareness***

Barriers stop differently abled citizens from everyday activities. This lesson helps students understand the barriers faced by others and the Americans With Disabilities Act.

Lesson 2 ***Political Decision In 30 Seconds***

Politicians are selling a product. This lesson helps student consumers cut through the fluff to the real issues by using a framework for analyzing political ads.

Lesson 3 ***Rock & Roll and Freedom of Speech***

This lesson helps students balance censorship with the freedom of speech guaranteed in the First Amendment. It explains the limitations.

Lesson 4 ***Newly Free To Hate***

This lesson focuses on xenophobia and hate crimes in Germany and unemotionally helps students focus on problems of intolerance in the U.S.

Lesson 5 ***Can Congress Be Kicked Out?***

Are term limitations Constitutional? This lesson helps students evaluate laws being enacted nationwide in light of the 14th Amendment's Equal Protection clause and other Constitutional guarantees.

Lesson 6 ***Lobbying, PACs and Ethics***

This lesson looks at laws enacted by the Clinton Administration to shut the "revolving door". It examines whether well connected government officials can change sides and lobby on behalf of a company that needs help from his/her former agency?

Lesson 7 ***By Any Means Necessary: X and MLK***

This lesson helps students identify barriers keeping minority groups from using the rights they are guaranteed, develop strategies to obtain these denied rights and increase other's awareness of the struggle to make the constitution apply to all citizens.

Lesson 8 ***Stop The Violence***

This lesson helps students explore the different kinds of violence that occur and resolve hypothetical conflicts in non-violent ways.

Lesson 9 ***Sobering Thoughts***

Proms seem to heighten the use of alcohol by youth. Students discuss prom night concerns by evaluating possible scenarios and reacting to dilemmas faced by attendees, chaperons, parents and law enforcement officers.

Lesson 10 ***A Tension: The Military Ban and Equal Protection***

Students compare the arguments used in the late 1940s to keep African Americans out of the Armed Forces with the arguments to keep Gays out today. They examine the Equal Protection clause of the 14th Amendment, the policy of the courts to leave military matters to Congress and the Executive Branch, and the costs and/or benefits of the present policies.

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